

A BOOK OF
APPLIED
ENGLISH
GRAMMAR
AND
COMPOSITION

PITAMBAR PUBLISHING COMPANY

Based on the latest bifurcated Syllabus in English for Classes IX and X for Secondary School Examination, 1989 prescribed by the Central Board of Secondary Education, New Delhi.

A BOOK OF APPLIED ENGLISH GRAMMAR AND COMPOSITION

[For Courses 'A' & 'B']

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Preface

'A Book of Applied English Grammar and Composition' has been written for the use of students of Classes IX and X who have studied English language for three years or more before reaching the High School stage and have attained some working knowledge of the essential English structures, vocabulary and idioms.

The following are some of its salient features :

(a) This book is the outcome of the authors' long experience of teaching English Grammar and Composition to the Secondary and Senior Secondary Classes in the most reputed schools.

(b) This book has been planned and written in accordance with the latest syllabus prescribed by the Central Board of Secondary Education, New Delhi, for IX and X Class students of both A and B Courses.

(c) It is pre-eminently an Applied Course in English Grammar and Composition as signified by its title in which great emphasis has been laid on the application of rules, leading to the practical use of Grammar and Composition.

(d) The aim of the book is to teach mainly through examples. As far as possible, every rule or statement is illustrated and explained in a very simple language.

(e) The exercises for practice are numerous, varied, judiciously selected and carefully graded. Exercises for IX and X Class students have been given separately in a graded form at the end of each chapter, unit or rule.

(f) The book has been divided into two parts. The First Part deals with Usages—Grammar and the Second Part with Composition—Paragraph-writing, Story-writing, Letter-writing and Unseen Passage.

(g) All the chapters are in accordance with and in the same order as prescribed by the Central Board of Secondary Education, New Delhi. Chapters 1 and 9 have been purposely added, apart from the syllabus, keeping in view their immense utility to the students as these form the basis of the succeeding chapters. At the end of the book, two Model Test Papers, one for IX class and one for X Class—Course A as well as B have been appended to familiarise the students with the new techniques and technology of paper setting.

We shall be extremely grateful to the Principals and teachers for the suggestions they make with a view to enhancing the utility of the book.

—Authors

Bifurcated Syllabus in English (Grammar and Usages and Composition) for Classes IX and X for Secondary School Examinations, 1987 prescribed by the Central Board of Secondary Education, New Delhi.

COURSE 'A'

Part A

1. Grammar and Usages :

- (i) Tenses with special reference to simple, progressive and perfect (past and present).
- (ii) Determiners (e.g. articles, indefinite, pronouns, much, many, some, any etc.).
- (iii) Prepositions.
- (iv) Reported Speech.
- (v) Modals (can, could, may, might, will, shall, would, should, must, ought to, used to).
- (vi) The use of different types of clauses.
- (vii) Transformation of sentences—affirmative, negative, interrogative, active and passive and simple 'compound and complex.
- (viii) Non-finites (Infinitives, Gerunds and Participles).
- (ix) Sentence linkers.
- (x) Word building and word-formation.
- (xi) Punctuation : the full stop, the semicolon, quotation mark, capital letters, question mark, exclamation mark.

2. Composition :

- (i) Letters including the following :
 - (a) to and from friends and relatives.
 - (b) to strangers (placing orders, answers, inquiries/questions).
 - (c) applications for jobs, leave etc.
 - (d) complaints, apologies, requests etc.
 - (e) letters to editors.
- (ii) Paragraph-writing—about 100 words—to build up an idea, to describe an experience or to give personal view of an event or a happening.
- (iii) Unseen Passage.

COURSE 'A'**Class IX****Part A****60 Marks***Distribution of Marks*

1. Usages	20
2. Paragraph-writing or Development of Story (100 words)	10
3. Letter-writing	10
4. Unseen Passage	20

Class X**Part A****50 Marks***Distribution of Marks*

1. Usages	22
2. Paragraph-writing (100 words)	10
3. Letter-writing	8
4. Unseen Passage	10

COURSE 'B'**Part A****1. Area of Usages**

- (i) Tenses with special reference to simple, progressive and perfect (Past and Present).
- (ii) Determiners (e.g. articles, indefinite, pronouns, much, many, some, any etc.)
- (iii) Prepositions.
- (iv) Reported speech.
- (v) Modals (can, could, may, might, will, shall, would, should, must, ought to, used to).
- (vi) The use of different types of clauses.
- (vii) Transformation of sentences—affirmative, negative, interrogative, and simple, compound and complex.
- (viii) Active and Passive.
- (ix) Non-finites (Infinitives, Gerunds and Participles).
- (x) Sentence linkers.
- (xi) Word-building and word-formation.
- (xii) Punctuation : the full stop, the semicolon, quotation mark, capital letter, question mark, exclamation mark.

2. Composition

1. Letters including the following :
 - (a) to and from friends and relatives.
 - (b) to strangers (placing orders, answers, inquiries/questions).
 - (c) applications for jobs, leave etc.
 - (d) complaints, apologies, requests etc.
2. Paragraphs—(100 words)

Descriptive and narrative, training to write a single paragraph on a well-defined theme and training in organising ideas and their presentation.

Or

Development of Story

3. Comprehension

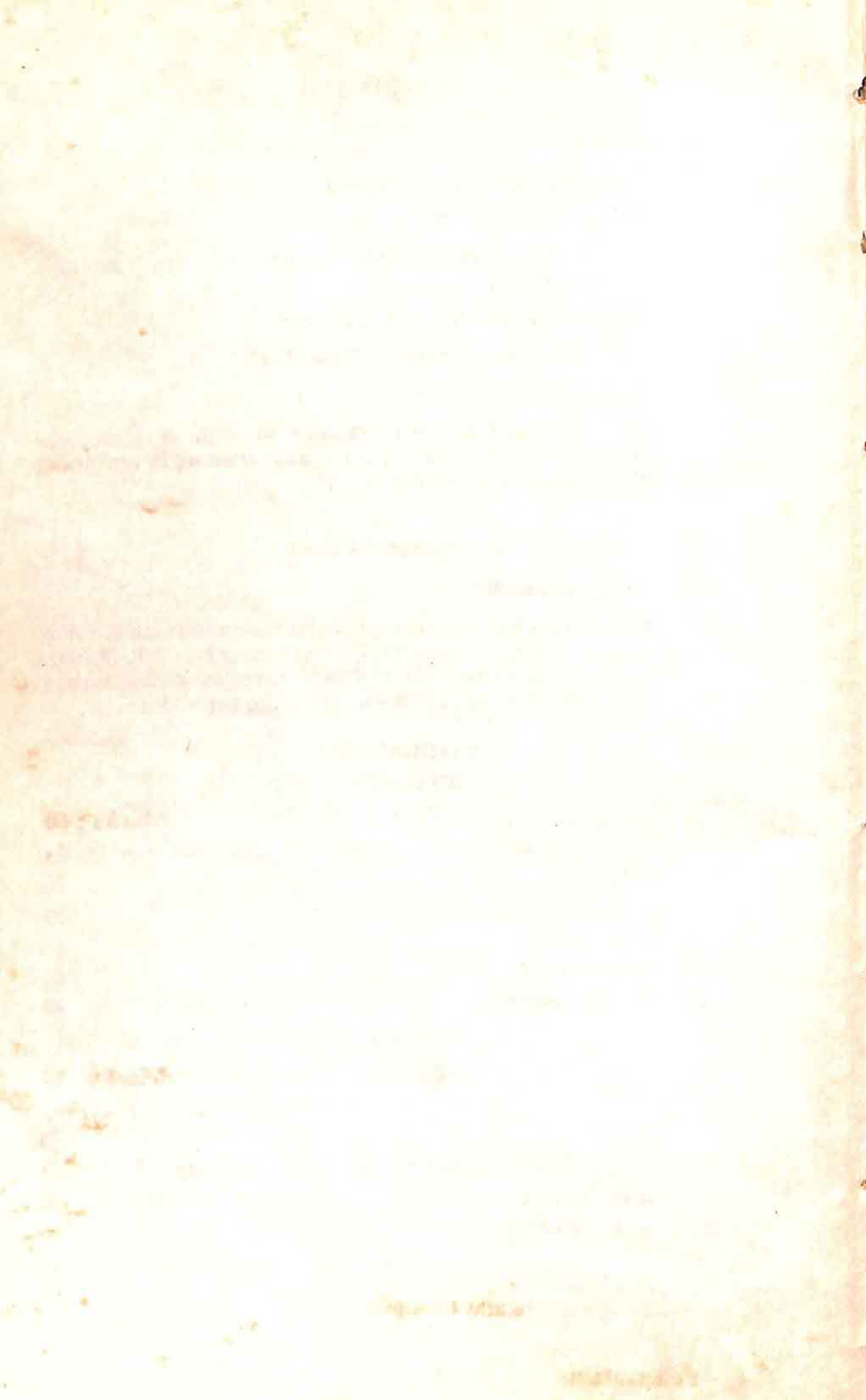
Answering content-based questions and summarizing, using unseen passages, preferably two passages, one factual, another imaginative. One of two passages could be used to test the students' ability to get at the main ideas.

COURSE 'B'**Class IX****Part A****Marks : 60***Distribution of Marks*

- | | |
|---|----|
| 1. Usages | 20 |
| 2. Paragraph-writing (100 words) or Story-writing | 10 |
| 3. Letter-writing | 10 |
| 4. Unseen Passage | 20 |

Class X**Part A****Marks : 50***Distribution of Marks*

- | | |
|---|----|
| 1. Usages | 22 |
| 2. Paragraph-writing (100 words) or Story-writing | 10 |
| 3. Letter-writing | 8 |
| 4. Unseen Passage | 10 |



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PART I

Grammar and Usages

A. THE WORD B. THE PHRASE C. THE SENTENCE

I

(a) The word and its kinds (Parts of Speech)

(b) The sentence—(i) Its Forms

and

(ii) Components

A. THE WORD

WE all feel the need to express to others what we have in mind. We can, no doubt, express a few of our simple thoughts to others by means of gestures or signs. But the gestures or signs do not make our meaning clear in all cases. So, we have to use words ; as Delhi, I, good, go, very, for, and, alas.

B. But single words do not make the meaning clear. So, we use them in groups, as,

(a) In a hurry. (b) At the top.

(c) A bed of roses. (d) By car (e) A thing of beauty.

The above groups of words are called **Phrases**. These phrases make some sense but not a complete sense.

C. Again with words, we cannot make our thoughts clear unless we are to group them in a proper order ; as,

1. Should never we a lie tell.

2. We should never tell a lie.

In the above group No. 1, the words are not in a proper order, as they do not make the idea clear. But in group No. 2, the same words have been arranged in a definite order and they give complete sense. A group of words like this, which makes complete sense, is called a **Sentence**.

(a) *The Word and its Kinds*

We use complete sentences in order to make clear to others what is in our minds. But sentences are made of words. So, it is necessary for us to study something about words. Words can be divided into eight classes according to the work, they do in a sentence. These eight classes are called **Parts of Speech**.

(I) The following are the Parts of Speech in English :

1. Study the following sentences :

- (a) *Ashoka* was a great king.
- (b) *New Delhi* is the capital of *India*.
- (c) The moon shines in the *sky*.

In the above sentences, the italicized words are names of persons, places or things. These names are called Nouns. So, a Noun is the name of a person, a place or a thing.

2. Read the following sentences :

- (a) People liked Ashoka because *he* was good to *them*.
- (b) Mohan, hurry up, otherwise *you* will be late for school.

In the above sentences, the words given in italics are used in place of nouns. They are called Pronouns. Thus a Pronoun is a word used in place of a noun.

3. Examine the following sentences :

- (a) The *brave* Casabianca obeyed his father.
- (b) *Still* waters run deep.

The words '*brave*' and '*still*' describe '*Casabianca*' and '*waters*'. They are called Adjectives. Adjectives are describing words. Thus an Adjective is a word which qualifies a noun or a pronoun and adds something new to its meaning.

4. Read the following :

- (a) We *pray* to God everyday.
- (b) The earth *is* round.

In these sentences, the words printed in italics say something about the subject. They are called Verbs. The Verb is the most important word in the Predicate.

A Verb is a word which says something about the subject.

5. Study the following sentences :

- (a) Renu sings *sweetly*.
- (b) The rose is *very* beautiful.

In the above sentences, the word '*sweetly*' adds something to the meaning of '*sings*'. The word '*very*' adds something to the meaning of the adjective '*beautiful*'. They are called Adverbs. Thus an Adverb is a word which adds to the meaning of a Verb, an Adjective or another Adverb.

6. Read these sentences :

- (a) Parents look *after* their children.
- (b) The table is *between* the chair and the desk.

In these sentences, the italicised words show the relation between two things. '*After*' shows the relation between the '*parents*' and the '*children*'. '*Between*' shows the relation between the '*table*' and the '*chair*' and the '*desk*'. These words are called **Prepositions**.

A **Preposition** is a word placed before a noun or a pronoun to show its relation to some other noun or pronoun.

7. Examine the following sentences :

- (a) Slow *and* steady wins the race.
- (b) He is *neither* intelligent *nor* hardworking.
- (c) Although he is poor *yet* he is honest.

In the above sentences, the words printed in italics, join words or sentences together. They are called **Conjunctions**.

A **Conjunction** is a word that joins words or sentences together

8. Study these sentences :

- (a) *Same* ! You have failed.
- (b) *Well done* ! You have got first class.

In the above sentences, the italicised words express some sudden feeling of the mind. Such words are called **Interjections**.

An **Interjection** is a word which expresses some sudden feeling.

Thus the different Parts of Speech are as follows :

- | | | | |
|-----------|----------------|----------------|------------------|
| 1. Noun | 2. Pronoun | 3. Adjective | 4. Verb |
| 5. Adverb | 6. Preposition | 7. Conjunction | 8. Interjection. |

Exercise 1

(For IX Class)

I. (a) What part of speech is each of the words in Italics ?

1. The *grass* is green.
2. The earth *moves round* the sun.
3. Delhi is situated *on the* Yamuna.
4. Honesty is the best *policy*.
5. God *is* love.
6. You *have done* well.
7. We reached school *late*.
8. Let us pray to *God*.
9. He is the *only* son of *his* father.
10. Hurrah ! you have won.

(b) Fill in the blanks as directed :

1. Our school_____has won the match. (Noun)
2. God helps those_____help themselves (Pronoun)
3. Does your watch keep_____time ? (Adjective)
4. The stars_____in the sky. (Verb)

5. I am_____happy. (Adverb)
6. He invited us_____dinner. (Preposition)
7. I could not come to school_____I was ill. (Conjunction)
8. _____Shakuntala's grand father has died. (Interjection)
9. He was born——rich parents. (Preposition)
10. Our monitor is a_____student. (Adjective)
11. _____he is poor_____he is honest. (Conjunction)

Exercise 2 (For X Class)

I. (a) Name the parts of the speech of the *Italicised* words in the following :

1. Neither *Gopal* nor *his friend* is to blame.
2. The boys beat the frogs *mercilessly*.
3. I *have invited* my friend to tea.
4. Bravo ! You have got the medal.
5. My *friend* entered the room *carelessly*.
6. *It* is now fifteen past one.
7. He is rich *yet* he is *sad*.
8. *Sita remained* faithful to Rama.

(b) Fill in the blanks as directed :

1. A grand building was——fire. (Preposition)
2. Diwali is drawing——(Adverb)
3. The horse and carriage——at the door. (Verb)
4. ——! I am undone. (Interjection)
5. Sohan is working——hard. (Adverb)
6. The workmen, after having finished——work, went away.
(Pronoun)
7. God helps those——help themselves. (Pronoun)
8. Although he was weak——he got good marks.
(Conjunction)
9. ——students are always successful. (Adjective)
10. ——work from sun-rise till sun-set. (Pronoun)
11. ——Newton is dead. (Interjection)

(b) THE SENTENCES

(i) Its Forms and (ii) Components

(i) FORMS OF SENTENCES

We have different kinds of thoughts to express to others, so we use different types of sentences in order to make ourselves quite clear. Sentences are of six kinds :

1. Read the following sentences :

- (a) We should always speak the truth. (Affirmative)
- (b) Animals ~~do~~ not fly. (Negative)

Each of these sentences makes a statement. These sentences affirm or deny something. Such sentences are called **Assertive Sentences**.

Note : An assertive sentence can be *Affirmative* as well as *Negative*.

2. Study the following sentences :

- (a) Open your book. (Order)
- (b) Help the blind, please. (Request)
- (c) Do not tease the poor. (Advice)

These sentences express an order, a request and an advice. Such sentences are called **Imperative Sentences**.

Note : An Imperative sentence can take the Affirmative as well as negative form.

3. Read the sentences given below :

- (a) Was Rome built in a day ? (Affirmative)
- (b) Why did he not speak the truth ? (Negative)

Each of these sentences asks a question. Such sentences are called **Interrogative Sentences**.

Note : Every interrogative sentence ends with the question mark (?).

4. Study the sentences given below :

- (a) May God grant you success ! (Affirmative)
- (b) Would that his father were not there ! (Negative)

Each of the above sentences expresses a prayer or a wish. Such sentences are called **Optative Sentences**.

Note : Generally *optative sentences* end with the exclamation marks (!)

5. Read the following sentences :

- (a) God will bless you if you help the poor. (Affirmative)
- (b) If you do not work hard, you will not stand first.
(Negative)

The above sentences express a condition. Such sentences are called **Conditional Sentences**.

6. Examine the following sentences :

- (a) How beautiful the Taj is !
- (b) Hurrah ! we have won the match.

Such sentences as express some sudden or strong feelings are called **Exclamatory Sentences**.

Thus sentences are of the following forms :

1. **Assertive sentences.** (i) Affirmative, and (ii) Negative.
2. **Imperative sentences.**
3. **Interrogative sentences.**
4. **Optative sentences.**
5. **Conditional sentences.**
6. **Exclamatory sentences.**

(ii) COMPONENTS OF SENTENCE :

Each sentence has two parts : Subject and Predicate:

Examine the following sentences :

- (a) The sun/rises in the east.
- (b) The contented men/are happy.
- (c) A good person/does not tell a lie.
- (d) All/worship the rising sun.
- (e) Still waters/run deep.

Each of the above sentences consists of two parts :

1. In the first part, we speak about something.
2. In the second part, something is said about that thing.

The first part is called the **Subject**.

The second part is called the **Predicate**.

Note : No sentence can be formed without a subject and a predicate.

Order of Subject and Predicate

(a) Generally, the Subject comes first. Sometimes, however, it is put after the Predicate to make the sentence more emphatic ; as

1. Sweet is/the result of labour.
2. Happy is/the contented man.

(b) In the **Interrogative sentence**, the subject, as a rule, comes after the Predicate or part of the Predicate ; as,

1. May I help you ?
2. Are you not feeling happy ?

In the above sentences, 'I' and 'You' are subjects.

(c) In **Imperative Sentences**, the subjects is left out ; as,

1. Thank you. [Here the subject 'I' is understood].
2. Do not tease others. (Here the subject 'You' is understood).

In **Exclamations**, the subject is often placed at the end of the predicate ; as,

1. What a pretty flower it is ! (Subject 'it')
2. How justice-loving Vikramaditya was ! (Subject *Vikramaditya*)

Exercise 3
(For IX Class)

I. (a) Re-arrange these groups of words in a proper order so as to make complete sentences :

1. Capital is Delhi the India of.
2. Noise make not a do.
3. Can serve masters two man no.
4. To wrong is tell lies.
5. Faults hide bad their men.
6. The Himalayas North to lie the India of.
7. Stone walls a prison not do make.
8. Backbite not do others.
9. Where soldiers determined were the stay to ?
10. Five how two make two can and ?

(b) State whether the following sentences are Assertive, Imperative, Interrogative, Exclamatory, Conditional or Optative :

1. Had you come to me, I would have helped you.
2. Learn to be wise.
3. Nature is the best physician.
4. What a pretty flower it is !
5. Do not two and two make four ?
6. May you live long !
7. Hurrah ! tomorrow is a holiday.
8. Never tell a lie.

II. Pick out the Subject and the Predicate in the following sentences, describing the words used in the Subject and Predicate.

1. He has a good memory.
2. Did not Edison invent the gramophone ?
3. Gandhiji always spoke the truth.
4. May you be blessed with a son !
5. Never tell a lie.
6. What a fool you are !
7. One man's meat is another man's poison.
8. Swimming in this river is risky.

III. Supply the subject in the following :

(a) (Choose from the list of words given)

My brother, it, cattle, hens, the sun, a dog, some girls, smoking, two and two, there :

1. ———is very cold today.
2. ———is very harmful.
3. ———lay eggs.
4. ———is a book on the table.
5. ———eat grass.

6. ———has risen.
7. ———make four.
8. ———barked.
9. ———laughed.
10. ———has stood first.

(b) Supply the suitable Predicate, choosing from the list given below :

Has become a judge, is tall, stopped the car, ran away from the jail, lives in Bombay, spoke about his school days, invited me to tea, lit a fire, walked slowly, has risen.

1. His son———
2. The old man———
3. My father———
4. The driver———
5. The scouts———
6. The chief guest———
7. The prisoner———
8. Rehman———
9. The moon———
10. Ashok Kumar, the film actor———

Exercise 4 (For X Class)

I. (a) Supply the Subject in the following :

1. ——stood on the burning deck.
2. ——seldom bite.
3. ——is the best policy.
4. ——has blessed him with a son.
5. ——look after their children.
6. ——has been delivering letters since morning.
7. ——is the best exercise.

(b) Supply the Predicate in the following :

1. The lion——
2. Students——
3. A sick man——
4. The play ground——
5. My friend——
6. The sun——
7. Exercise——
8. Birds——

II. In the following, arrange words in a proper order so that they may give complete sense :

- (I) In the sky birds flew.

- A. FORMS OF TENSES
 B. AGREEMENT OF THE VERB
 WITH THE SUBJECT
 C. THE SEQUENCE OF TENSES

The knowledge of the *Forms of Tenses* and the rules of the *Agreement of the Verb with the subject* is very necessary to understand the *Sequence of Tenses*. So in this chapter, the *Forms of Tenses* and the *Agreement of the Verb with the subject* are dealt with before proceeding to the *Sequence of Tenses*. The Verb plays a significant role in all the above things.

(A) Forms of Tenses

Tense is the time of an action that a Verb indicates .

Let us study the verbs in the following sentences.

1. Mankad *hits* the ball.
2. The peon *rang* the bell.
3. I *shall go* to Bombay.

In sentence No 1, the action (*hits*) is spoken of as being done in the present time ; in No. 2, the action (*rang*) is spoken of as having been done in the past time, and in the third sentence, the action (*shall go*) is being spoken of as to be done in the future time.

Thus there are three simple tenses of the verb :

- (a) The Present Tense ;
- (b) The Past Tense ;
- (c) The Future Tense.

Each of these three tenses has sub-divisions to show continuity or completeness of the action and the time. The sub-divisions are as under—

1. Indefinite.
2. Continuous or Imperfect.
3. Perfect.
4. Perfect Continuous

There are in all twelve forms. The following table shows the twelve forms of the Verb, "to speak" :

<i>Tense</i>	<i>Indefinite</i>	<i>Continuous or Imperfect</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	I speak	I am speaking	I have spoken	I have been speaking.
Past	I spoke	I was speaking	I had spoken	I had been speaking.
Future	I shall speak	I shall be speaking	I shall have spoken	I shall have been speaking.

1. The Indefinite Tense shows that the action remains unfinished in the Present, Past or Future.
2. The Imperfect or the Continuous Tense shows that the action is in its continuity in the three tenses. In this form, there is an Auxiliary or helping verb which is followed by Present Participle of a Verb.
3. The Perfect Tense shows an action that has been completed in all the three tenses of the Verb.
4. The Perfect Continuous shows that the action which was begun sometimes before is/was/will be still continued. The words 'have been' and 'had been' suggest perfection while 'ing' form indicates continuity.

Note : (a) The Future Perfect Continuous

"He will have been playing."

This form is seldom used in English language.

- (b) The Perfect Continuous Tense requires the use of 'for' (showing indefinite time) or since (showing definite time).

1. The Present Simple (Indefinite) Tense :

The Present Simple tense expresses :

- (i) A general sense :
Trains go very slowly uphill.
- (ii) Some habitual action :
We daily pray to God in the morning.
- (iii) Facts which are true of all time :
The sun rises in the east.

(iv) Future planned action :

The Education Minister *arrives* tomorrow at 10 a.m. over the Jubilee Celebration of the school.

(v) A past series of actions

Ashoka now *starts* with a huge army and *encamps* before the walls of the city.

2. The Present Continuous (Progressive) Tense :

The children *are learning* how to read and write.

The Verb italicised above is in the Present Continuous Tense. This form of the Tense is used to express :

(i) An action or event taking place at the time of speaking :

The train is going very slowly.

(ii) A future action :

He is leaving for England on Saturday.

3. The Present Perfect Tense :

We *have finished* our work.

The Verb in italics in the above sentence is in the Present : Perfect tense. This tense expresses some action recently completed as,

(i) I have had my breakfast.

(ii) A statement of a general nature without particular reference to recent action :

I have lived abroad nearly all my life.

(iii) When a recent action expresses time, Past indefinite is used as :

I climbed this hill in the morning.

1. The Present Perfect Continuous Tense :—

1. I *have been waiting* here for an hour.

2. He *has been doing* his paper since morning.

In the above sentences, the Verbs are in the Present Perfect Continuous tense. This tense is used to refer to an action that began sometime in the past and is still going on. *Since* is used for definite time and *for* for indefinite time.

Exercise 5

(For IX Class)

Fill in the blanks with the right tense forms (Present Simple, Present Continuous, Present Perfect and Present Perfect Continuous) of the Verbs given in brackets :

1. 1. We———(study) in this school for five years.

2. It ———(rain), don't go outside.
3. They———(do) their home task just now.
4. The sun———(rise) in the east.
5. What———you (do) now ?
6. He always———(take) tea without sugar.
7. My brother———(leave) for his office just now.
8. Wait here please, my mother is———(work) in the kitchen.
9. I———(read) this book since morning.
10. School———(begin) with prayer every day.

II. Change the tense as directed :

- (i) I take tea in the morning. (Present Perfect)
- (ii) We have bought milk from dairy. (Present Cont.)
- (iii) Your health depends on good food. (Present Cont.)
- (iv) Anil is doing his home work. (Present Indefinite)
- (v) I am thinking of buying a radio set. (Present Perfect Cont.)
- (vi) My father is writing a novel. (Present Perfect Cont.)
- (vii) The teacher checks the written work. (Present Cont.)
- (viii) Every body is praising her. (Present Simple)
- (ix) She sings very sweetly. (Present Perfect)
- (x) Two prisoners have run away from the jail. (Present Simple)

Exercise 6

(For X Class)

- I. Fill in the blanks with the right tense forms (Present Simple, Present Continuous, Present Perfect and Present Perfect Continuous) :
 - (i) Mr. Yunus———(have) two sons. Both of them (resemble) him.
 - (ii) Don't make a noise. A meeting———(go on) in the next room.
 - (iii) The Commission———(prepare) its report.
 - (iv) I don't know him because I———(never met) him.
 - (v) I———(get) the report but I———not (go through) it yet.
 - (vi) Electricity———(fail) continually in our town for a month.
 - (vii) The teacher———(mark) the papers since 2 P.M.
 - (viii) I (never be) to the U.S.A.
 - (ix) The water level in the Jamuna———(rise) fast. It continues to rise and———(reach) the point of danger.
 - (x) Mrs. Zubin Mark already (tour) India for a month and now she———(write) a book on this country.

II. Change the tense as directed :

1. He bears his sorrows manfully and forgets them. (Present Perfect)

2. He leans against the wall. (Present Perfect Cont.)
 3. Sheela kneels down in prayer and lifts up her head to God. (Present Continuous)
 4. My sister hardly ever plays on the Veena these days. (Present Perfect)
 5. The population has been increasing continuously, ever since the beginning. (Present Perfect)
 6. The people are asking the government to do something about the rising prices. (Present Simple)
 7. There is some progress in his performance. (Present Perfect)
 8. We visit that place daily now-a-days. (Present Cont.)
 9. This garden yields lots of apples. (Present Cont.)
 10. The carpenter is making the chair. (Present Perfect Cont.)
-

5 The Past Simple (Indefinite) Tense :

I *had* my breakfast and *went* to school.

The italicised verb above is in the Simple Past Tense.

This tense form denotes :

(i) A past action :

The first World War *ended* in 1918.

(ii) An action which happened habitually in the past.

Ibrahim always *went* to the same park for a walk every morning. Or Ibrahim always *used to go* to the same park for a walk every morning.

6. The Past Continuous Tense :

When the thief *was passing* through the street, the police caught him.

The italicised verb above is in the Past Continuous Tense.

This tense form indicates an action going on at some past time.

When I was going on my bicycle, a car struck against it.

7. The Past Perfect Tense :

When we reached school, the bell *had rung*.

The italicised Verb in the above sentence is in the Past Perfect Tense.

It expresses :

(i) Two actions or events took place in the past and one of the two actions was earlier than the other.

The thief had jumped out of the train before it reached the station.

(ii) An action completed by a certain point of time :

By half-time, I had done five questions.

(iii) An unfulfilled wish referring to the past :

I wish I had worked harder.

(iv) A grammatical change :

He said, "I went late."

He said that he had gone late.

8. The Past Perfect Continuous Tense :

It *had been raining* since morning.

The verb in italics above is in the Past Perfect Continuous Tense.

It is used to express an action or happening that had lasted for a period of time until a point of time in the past.

The boy *had been playing* in the park until his parents came from the market.

Exercise 7

(For IX Class)

Fill in the blanks with the right tense forms (Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous) :

- I. 1. We———cricket in the park yesterday.
2. The train———(leave) before they reached the station.
3. It———(rain) for four hours when our father came.
4. We———(sit) at the table when he came to our house.
5. My mother———(get up) late in the morning today.
6. By Tuesday, I———(recover)
7. She———(promise) her mother that she would help her.
8. I———(hear) of it before.
9. The river once———(flow) over this plain.
10. Seeing the police, the thief———(take) to his heels.

II. Change the tense as directed :

1. He wept bitterly. (Past Cont.)
2. The hare creeps into its hole. (Past Simple)
3. Ram has been working hard for two years. (Past Perfect Cont.)
4. He consulted him then he left his place. (Past Perfect)
5. They suffered much in the past. (Past Cont.)
6. I confessed my fault. (Past Perfect)
7. The bird built its nest in a tree. (Past Cont.)
8. The telephone bell has been ringing for five minutes. (Past Perfect Cont.)
9. He tore my book and I abused him. (Past Cont.)
10. Sita laughs merrily. (Past Simple)

Exercise 8

(For X Class)

I. Fill in the blanks with right tense forms :—(Past Simple, Past Continuous, Past Perfect, Past Perfect Continuous) :

1. He———(run) for only ten minutes when he———(get) tired.
2. A tennis ball———(fly) over the fence.
3. I———(work) in that department for five years when ———(leave) it.
4. The lawyer———(refuse) to admit that he———(make) a mistake.
5. By the 3rd of June, the climbers———(reach) the summit.
6. The manager was glad to find that the clerk———(type) all the letters, he———(dictate) and———(keep) them ready for despatch.
7. We———(live) in Delhi before my father———(retire).
8. He———(waste) his money in gambling and———(become) a pauper.
9. We———(go) home when we———(come across) a beggar.
10. A wood-cutter (go) into the forest. He (see) a tree on the bank of a river. He (climb) it and———(begin) to cut a big branch. To his bad luck, his axe (falls) into the river. He———(begin) to weep and———(do) not know what he should do. When he———(weep) the god of river———(appear) before him.

II. Change the tense as directed :

1. He seeks fortune and strives hard for it.
 2. He abuses me and even beats me but I bear all this patiently. (Past Simple, Past Cont.)
 3. He slept and dreamt that life was beauty. (Past Simple)
 4. Mr. Prasad has taught in this school from 1970. (Past Continuous)
 5. I was writing a letter to my friend. (Past Perfect Cont.)
 6. We always live in a village. (Past Perfect Cont.)
 7. A wood-cutter felled a tree in the forest. (Past Simple, Past Cont., Past Perfect)
 8. He was in a hurry. He left home. I reached late. (Past Cont., Past Perfect)
 9. He swears that he is innocent. (Past Perfect)
 10. The tea water is boiling. He puts milk into it. (Past Simple)
- (Past Cont.)

9. The Future Simple (Indefinite) Tense :

To express the future, there is no tense form but it is expressed in a number of ways as under :

1. **By using will/shall :**

I shall meet several friends there.

2. **By using the Present Progressive tense :**

The Prime Minister is addressing the teachers tomorrow.

3. **By using going to + verb :**

It is going to rain.

4. **By using is/am/are + to + verb :**

We are to wait for him at the bus-stop.

5. **By using the Present Tense :**

The test match begins tomorrow.

10. The Future Continuous Tense :

We shall be taking our examination at this time tomorrow.

The verb in italics above is in the Future Continuous tense. It indicates an action that will be in progress at a certain point of time in the future.

11. The Future Perfect Tense :

I shall have finished my paper tomorrow by this time.

The verb in italics above is in the Future Perfect Tense.

It denotes an action that will have been completed by a certain point of time in future.

12. The Future Perfect Continuous tense is seldom used in English language, as :

He will have been playing for two hours.

Exercise 9

(For IX Class)

I. Fill in the blanks with right tense forms (Future Simple, Future Continuous or Future Perfect tense) :

1. He----- (come) home in the evening.
2. ----- you kindly ----- (lend) me your rain coat.
3. We----- (chalk out) a programme tomorrow.
4. He----- (come) by train the day after tomorrow.
5. You----- finish your homework by this time tomorrow.
6. We----- (reach) Agra in the evening.

7. We———(visit) Kashmir next January. It———(snow) there.
8. The notice said, "School———(close) for summer vacation on the 20th of April and———(reopen) on the 20th of June.
9. We———(tie) a bell round the cat's neck.
10. What———(you, do) tomorrow evening ?

11. Change the tense as directed :

1. I wrote a letter to my friend. (Future Simple)
2. We are visiting the Taj tomorrow. (Future Cont.)
3. We shall finish our written work tomorrow. (Future Perfect)
4. Our summer vacation begins on Thursday. (Future Simple)
5. We shall reach school late. (Future Cont.)
6. Water was boiling. (Future Continuous)
7. The President arrives in the morning. (Future Simple)
8. Hope lasts with life. (Future Perfect)
9. Frogs croak and serpents hiss. (Future Cont.)
10. Blossoms wither soon. (Future Simple)

Exercise 10
(For X Class)

I. Fill in the blanks with right tense forms (Future Simple, Future Continuous and Future Perfect tense) :

1. "We (tie) a bell round the cat's neck. Then we——— (know) if the cat is anywhere around," said a mouse. "That's a good idea!" said another mouse. "But who ———(bell) the cat?"
2. "———you kindly———(lend) me your English Grammar book for a few hours?" "I'm, so sorry, I myself ———(necc) it."
3. When Thomas got tired, he stopped and said to a scoot-erist. "———you kindly (give) me a lift to Connaught Place?" "Where———you (go)?" asked the scooterist. "To New Delhi Railway Station, sir," replied Thomas. "Then how———you (reach) Railway Station?" asked the scooterist. "I———(request) another scooterist to take me there." replied Thomas.
4. "The milkman———(come) only at seven o'clock. We can't have our tea till then.
5. At the end of next year, my father———(retire) and ———(go back) to our village.
6. "I———(get married) in June next. But you——— (not attend) my wedding. You———(leave) for the U.K. by then," said Shashi to her friend.

7. By the end of this year, he———(work) in this office for 30 years
8. When you reached the station, the train———(leave).
9. My brother———(leave) for Bombay to-night. He———(be) away for a week.
10. My friend———(go) to Kenya next week along with some eminent industrialists. I———also accompany him. They———negotiate trade settlements there. I'm sure, we———have a very nice time there.

11. Change the tense as directed .

1. We are preparing ourselves for the final examination. (Future Cont.)
2. Crops ripen in the sunshine. (Future simple)
3. Truth tastes bitter. (Future Perfect)
4. When the cat is away, the mice play. (Future Simple)
5. By the end of December, he becomes a major. (Future Perfect)
6. The Prime Minister is taking his secretaries with him on his foreign tour. (Future Cont.)
7. Mangal was going to leave for the U.S.A. on Saturday. (Future Perfect)
8. Our country is in difficulties. (Future Simple)
9. Vegetables will rot in the hot sun. (Future Cont.)
10. The gentleman has spoken the truth. (Future Simple)

(B) Agreement of the Verb with the Subject

1. Let us study these sentences :
 - (a) The *boy reads* in the class.
 - (b) The *boys read* in the class.

In the first sentence, the subject '*boy*' is in the Singular Number, so, the Verb '*reads*' is also in Singular.

In the second sentence, the subject *boys* is in the Plural Number : the Verb '*read*' is also in the Plural.

We note that a Verb takes the same Number as its Subject. In other words, it can be said that a Verb agrees with its Subject in Number.

2. Read these sentences :
 - (a) I sing a song.
 - (b) He sings a song.

In the above sentences, the subject '*I*' and '*He*' are singular

in number. The Subject in the first sentence is, however, a Pronoun of the First person while the subject in the second sentence is a Pronoun of the Third person.

We find that the verbs change in form with change in the persons of the subjects. Thus we come to know that a verb agrees with its Subject in Person also.

3. **Error of Proximity.** Sometimes a verb is made to agree in number and person with a noun near it instead of with its own Subject. It is a mistake and should be avoided.

Examples

- (a) The quality of these mangoes is (not, *are*) good.
 - (b) The introduction of reforms in education was (not, *were*) liked by all.
 - (c) A variety of beautiful roses *charms* (not, *charm*) the eye.
4. Read these sentences :
- (a) The King and the Queen were struck with grief.
 - (b) Kanta and her sister are sweet girls.

Thus we learn that **two or more singular subjects joined by 'and' take a plural verb.**

Note : (1) *When two nouns refer to the same person, the verb is in the singular number. The article is not then repeated ; as,*

- 1. The great patriot and soldier is now dead.
- 2. The Director and Chairman of the Board of Education is a learned man.

(2) *When two subjects joined by 'and' express one idea or refer to the same person or thing, the verb may be Singular ; as,*

- 1. Bread and butter is his favourite food.
- 2. Slow and steady wins the race.

5. Read these sentences :

- (a) Each boy and each girl in the school is dear to the Principal.
- (b) Everyone present was surprised at the courage of the snake-charmer.

The distributives '*each*' and '*every*' in these sentences single out individual persons. The verb, therefore must also be in the singular.

6. Read the following sentences :

- (a) The king as well as his ministers has arrived.
- (b) Krishna, and not you, deserves the award.

- (c) The Prime Minister with his ministers is expected to see the Industrial Exhibition.

Here, in each sentence, we have two singular nouns joined by 'as well as', 'not' and 'with'. In such cases, the verb agrees in number and person with the first subject.

7. Read the following sentences :

- (a) Not only the students but also the principal was given sweets.
(b) Not only the principal but also the students were given sweets.

We notice that if two subjects are joined by 'not only—but also', the verb agrees in number and person with the second subject.

8. Study the following sentences :

- (a) Each of them was awarded a prize.
(b) Every man, woman and child in the house on fire has been saved.
(c) Many a flower is born to blush unseen.
(d) Either of these two persons has stolen the purse.
(e) Neither of these two girls is intelligent.
(f) Everyone of them is gentle.

We find that a singular verb follows 'each', 'every', 'either', 'neither' and 'many a'.

9. Read these sentences :

- (a) Either Manju or Sushma is adept in singing.
(b) Neither the book nor the pen was stolen.
(c) This cloth or that is required at once.

In these sentences, the subject consists of two nouns joined by 'either—or', 'neither—nor' and 'or'. The verb is, in each case, in the singular number.

10. Read these sentences :

- (a) Neither Mr. Goel nor his friends have been invited to the dinner.
(b) Either Prabha or her parents are in the wrong.

The subject, in each case, consists of two nouns joined by 'neither—nor' and 'either—or' and one of them is in the plural number. The plural subject must be placed nearest the verb, and the verb must also be plural.

11. Read these sentences :

- (a) Neither he nor I like to be dishonest.
(b) Either you or he has told a lie.

We find that in each sentence, there are two subjects of

different persons joined by 'Neither—nor' in (1) and 'Either—or' in (2). The verb agrees in person with the subject nearest to it.

12. Read the following sentences :

- (a) The crowd (*i.e.*, as a single body) has assembled very soon.
- (b) The crowd (*i.e.*, the individuals of the crowd) were lathi-charged.
- (c) The Government has introduced a new legislation. (Government as a single body).
- (d) The Government have tried to solve the intricate problem. (Government means the members of the Government.)

A collective noun, in the singular, may take the verb in the singular or in the plural according as the speaker thinks of the thing as a single whole or of the individuals of which it is composed.

13. Read these sentences :

- (a) Eight kilometres is a long distance.
- (b) One hundred paise is equal to one rupee.

In the above sentences, the plural subject, in each case, denotes some particular amount of quantity considered as a whole. As such, the verb, used in each case, is singular.

14. Study these sentences :

- (a) 'Glimpses of World History' is a famous book.
- (b) 'Aesop's Fables' is an interesting book.
- (c) The United States has done marvellous progress in the field of science.

The plural noun, in each case, is a proper noun for some single subject or some collective unit. It, therefore, has a singular verb.

15. Some nouns which are singular in form, but plural in meaning, take a plural verb ; as,

- (a) Six dozen cost only six rupees.
- (b) Two score *do not* cost more than two rupees.

16. Some nouns, though plural in form, are treated as singular : as,

- (a) The wages of sin is death.
- (b) This news is too good to be true.
- (c) Mathematics is an interesting subject.

17. Read the following sentences :

- (a) I, who *am* now penniless, cannot help you.
- (b) You, who *are* a good writer, must compete for the prize.
- (c) She, who *is* dressed in white, is our teacher.

In these sentences, the relative pronoun 'who' stands as the subject of a verb. In (a) the verb 'am' agrees in number and person with the antecedent 'I'. In (b) the verb 'are' agrees in number and person with the antecedent 'you'. In (c) the verb 'is' agrees with the antecedent 'she' in number and person.

Thus we see that when a relative pronoun is the subject of a verb, the verb agrees with its antecedent in number and person.

C. The Sequence of Tenses

The Sequence of Tenses is the principle by which the Tense in the subordinate clause follows, or is adjusted to that of the Principal clause.

Study the following sentences :

1. Govind *says* that he *wants* money.
2. The captain *tells* that the team *played* well.
3. The monitor *says* that the teacher *will not teach* today.
4. She *will say* that she *prepares* her lessons well.
5. She *will say* that he *was* not well.
6. Ravi *will say* that he *will be* ill tomorrow.

In the above sentences, we find that the verbs in the main or Principal Clauses are in the Present or Future tense while the verbs in the dependent or Subordinate clauses are in the Present, Past, or Future tense, as the sense requires it. We, therefore, have the following rule :

Rule 1. *If the verb in the main or Principal clause is in the Present or Future tense, the verb in the dependent or Sub-ordinate clause may be in the Present, Past or Future tense, as the sense requires it*

Note : (a) When the Principal clause is followed by an Adverbial clause of purpose, the verb of the dependent or Sub-ordinate clause is preceded by the helping verb "may" (Present tense) ; as,

1. We *study* that we *may get* success.
2. He *will come* so that he *may take* money.

(b) The word 'lest' is always followed by 'should' whatever may be the tense of the verb of the Principal clause ; as,

1. Sudershan *worked hard* lest he *should* fail.
2. He *trusts* me lest I *should* disbelieve him.
3. I shall *lay by* something lest I *should* starve.

Read the following sentences :

1. Ashoka *wished* that he *might become* a great king.
2. I *knew* that I *could not get* success.
3. Subhash *told* me that he *had been* ill.
4. He *hoped* that his friend *would help* him.
5. Kamal *worked hard* that he *might pass*

In the above sentences, the verbs in the main or Principal clauses are in the Past tense. The verbs in the dependent or Subordinate clauses are also in the Past tense. Therefore, we have the following rule :

Rule 2 : *If the verb in the main or Principal clause is in the Past tense, the verb in the Subordinate clause is also in the Past tense.*

Exception to Rule 2. There are, however, a few exceptions to this rule which should be noted with care.

I. If the subordinate clause states some habit or universal truth, the verb, in that case, in the Subordinate clause, is in the Present tense, although the verb in the main clause is in the Past tense.

Examples :

1. Galileo *said* that the earth *moves* round the sun.
2. Sukhbir *told* me that he *bathes* in cold water daily.

II. The verb of the Subordinate Adverb clause of place, reason, or comparison, may be in any tense, as the tense requires it, even though the verb in the Principal clause is in the Past tense ; as,

1. He *did* not *pass* the examination, because he *is* weak.
2. My mother *liked* me more than she *likes* (or, *will like*) you.

III. The Past tense in the Principal clause may be followed by any tense, as required by the sense, in the Subordinate clause, if it is an Adjective clause ; as,

1. I *came* across the boy who *had stolen* my purse.
2. I *called* on the man who *will take* me in the service.

Study the following sentences :

1. If it *rains* now, the crops *will become* rich.
2. Unless he *invites* me, I *shall* not join the dinner.

The above sentences are conditional ones. The verbs in both the Principal and the Subordinate clauses refer to the Future time. The verbs in the Principal clauses are in Future tense while the verbs in the Subordinate conditional clauses are in the present tense. We, therefore, have the following rule :

Rule 3 : *In conditional sentences when the Principal, as well as the Subordinate clause, refers to the Future time, the verb in the Principal clause is in the Future tense and the verb in the conditional clause is in the Present tense.*

Exercise 11 (For IX Class)

I. Correct errors in the following :

1. My father asked me why I am in bed,

2. If it will rain, the match will not be played.
3. She went to the place where her husband lies asleep.
4. He said that he likes his proposal.
5. Copernicus declared that the earth moved round the sun.
6. Hari told me that he cannot help me.
7. Boys work hard so that they will pass the examination.
8. This news are very good.
9. I who is now sick cannot help you.
10. He as well as his friends were present there.
11. Five hundred rupees are a large sum.

II. Fill up the blanks with the correct tense of the verb given in brackets :—

- (a) 1. Has she———a letter to him ? (write)
2. She———for Delhi Yesterday. (leave)
3. Her hand———when she writes. (shake)
4. The poor girl was———to death. (beat)
5. My sister———from fever since yesterday. (suffer)
6. We ran fast so that we———catch the train. (may)
7. The bell rang as I———(to enter) the room.
8. He always———(remember) that God is everywhere.
- (b) 1. They———(live) in Delhi since 1970.
2. The patient———(die) before the doctor arrived.
3. He as well as his friends———(be) present there.
4. She told me that she———(go) to Amritsar the next day.
5. He———(take) a bath when the telephone rang.
6. Let us———(see) which way the wind———(blow)
7. Ten thousand rupees———(be) a large sum.
8. She worked hard that she———(may) pass the examination.

- III. (a) 1. This poem is so difficult that I———(can or could) not learn it.
2. Gopal told Ram that he (to wrong) him.
 3. I hope that good sense———(to prevail) upon him.
 4. The stranger asked king Midas how he———(to succeed) with the golden touch.
 5. Prepare your lessons well so that you———(to secure) first position.
 6. The monkey soon learnt that the jackal and the hare———(to be) great friends.
 7. Do whatever you———(to think) proper.
- (b) 1. She (get) up early in the morning at 5.
2. He (watch) television when I came in
 3. The patient (die) before the doctor arrived.
 4. He (tell) me that he had never met you.

5. If he (come) to me I would have helped him.
6. Ram (pass) by the post office on his way to school every day.
7. He (read) since morning.
8. If you promise to work hard, I (allow) you to go home this weekend.

IV. Change the tense as directed :

1. He is telling a lie. (Future Continuous)
2. My friend has been working in this office since Monday. (Past Perfect Cont.)
3. We do paragraph-writing on every Saturday. (Past Indefinite)
4. The naughty boy apologised to the Principal. (Present Indefinite)
5. Roses have thorns. (Simple Past, Simple Future)
6. You are doing your duty well. (Present Simple, Future Simple)
7. My brother fell off his bicycle. (Past Cont.)
8. We speak kindly to the poor. (Future Perfect, Present Perfect and Past Perfect)
9. Mother boils rice for our lunch. (Present Perfect Cont. and Future Perfect Cont.)
10. The good man welcomed every stranger. (Simple Present, Future Simple, Past Continuous)

Exercise 12

(For X Class)

I. Complete the following sentences :

1. He said———
2. My friend married the lady when he———
3. The Principal takes a round so that he———
4. We shall go to the Qutab if we———
5. I can now understand why she———
6. ————unless he apologises.
7. I will speak the truth even though———
8. ————that honesty is the best policy.
9. Everybody praised her when———
10. The tortoise told the hare———

II. Correct the following :

1. Crusoe feared that the beasts will kill him.
2. I shall hit you hard if you will abuse me.
3. The teacher says that he would not teach tomorrow.
4. The dog will bark at those who teased him.
5. My friend told me that two and two will make four.

6. The patient was advised rest so that he may recover soon.
7. The saint said that God was everywhere.
8. The quality of the mangoes are not good.
9. Not only the students but also the Principal were present there.
10. Each boy and each girl have to attend the prayer.
11. Neither you nor he have told a lie.

III. Write the correct form of the tense in the spaces left blank :

1. I———(expect) him here yesterday. He———(not come) till today. No one———(know) what———(happen) to him. Perhaps he———(reach) here tomorrow.
2. I———(go) for a walk daily in evening. Last evening, I———(come) back from the office late. Even though it———(be) 7 P.M., I———for my walk as usual.
3. If Krishna———(come), I———help her but she———not (come). God———(know) why.
4. I———(go) to see the Principal yesterday but he———(be) not in the school. He———(go) to Darya Ganj.
5. Barring unforeseen circumstances, I———(return) your book tomorrow. If I———(return) I———(ring) you up.
6. Birds———(make) their nests in the trees. They take shelter in them. They fear lest any harm———(come) to them.
7. I———(find) that my little son———(injure) his left arm seriously. I———(rush) to the nearby doctor for first aid.
8. All except Vinod———(be) present in the meeting.
9. Neither———he (come) nor his friend.
10. Not only the Principal but also the teachers———(be) present there.

IV. (a) Correct the following, using the right verb or the right tense of the verb :

1. The teacher as well as the students are busy with their work.
2. I have written a letter to my brother this morning.
3. He told me that he wants to have a talk with me.
4. One of the boys have reported the matter to the Principal.
5. The hen has lain five eggs.
6. If I had money, I would help him.
7. A hundred rupees are not a small amount.

8. The 'Arabian Nights' are an interesting book.
9. Have any of you done the whole work ?
10. He is studying for two hours.
11. It happens last night.
- (b) 1. The dog will bark at those who teased him.
2. My friend told me that two and two will make four.
3. The patient was advised rest so that he may recover soon.
4. The saint said that God was everywhere.
5. The quality of the mangoes are not good.
6. Not only the students but also the Principal were present there.
7. Each boy and each girl were given a prize.
8. Neither you nor Dalip Kaur have told a lie.

V. Change the tense as directed :

1. I did all I could to overcome the difficulty. (Present Indefinite)
2. A cool breeze is blowing. (Past Indefinite and Past Continuous)
3. If there is no rain, the crops soon dry up. (Future Indefinite)
4. He fought a bloody fight. (Present Perfect, Past Perfect and Future Perfect).
5. I am dreaming a sad dream. (Past Indefinite and Present Perfect)
6. The sun rises in the east. (Past Continuous and Future Continuous)
7. Water was boiling. (Present Perfect and Future Indefinite).
8. I am writing a letter to my friend. (Present Perfect-Continuous, Past Perfect Continuous, Future Perfect Continuous)
9. We always live in a village. (Present Perfect, Future Indefinite and Present Perfect Continuous)
10. I shall always remember you. (Past Indefinite and Present Continuous)

3

A. Determiners [Fixing Words]

B. Use of the Articles

A. Determiners

Let us examine the following sentences :

1. That girl is my sister.
2. I gave him some milk.
3. He could do neither of the two sums.

In the above sentences, the adjectives '*that*' '*some*' and '*neither*' do not describe but point out individual things or persons. These adjectives are called **Determiners** or **Determinatives**.

The following are Common Determinatives.

A, an, all, another, any, both, certain, each, enough, every, few, half, last, least, less, little, many, more, most, much, no, other, my, his, her, your, our, their, its, own, plenty, same, several, some, such, that, those, the, this, these, whole, the Cardinal numbers (e.g., three, five, six), ordinal numbers (e.g., first, third, fourth).

(I) Use of some Important Determiners :

- (a) 1. **Less, fewer**
Less denotes quantity whereas *fewer* denotes number ; as,

- (a) This pitcher contains *less* water than that.
 (b) No *fewer* than ten students were sitting in the room.

2. **Later, latest : latter, last**

Later and *latest* refer to time ; *latter* and *last* refer to position. *Latter* is used when there are only two persons or things whereas *last* is used when there are more than two. *Later* is the opposite of *earlier* while *latter* is the opposite of *former* ; as,

- (a) He came *later* than I.
 (b) I want the *latest* edition of this book.
 (c) The *latter* part of this novel is very interesting.
 (d) Shyam reached there *last* of all.

3. **Farther, Further.**

Farther means more distant and *further* means additional ; as,

- (a) Ambala is *farther* than Ghaziabad from Delhi.
 (b) He could not read *further*.

4. Elder, older, eldest, oldest

Elder and *eldest* are used only for persons belonging to the same family. *Elder* is never followed by *than*.

Older and *oldest* are used for both persons and things ; as

(a) She is my *elder* sister.

(b) His *eldest* son is a lawyer.

(c) Bipan is *older* than Shyam.

(d) Mr. X is the *oldest* teacher in the school.

5. First, nearest, next

First means coming before all others.

Nearest denotes distance whereas *next* denotes position : as,

(a) January is the first month of the year.

(b) I went to the *nearest* hotel.

(c) Moti, our common friend, lives in the *next* house.

6. Some, any

Both these Adjectives can be used to express quantity or degree. *Some* is used in affirmative sentences whereas *any* is used in negative sentences. But both can be correctly used in questions : as

(a) He gave me *some* books.

(b) He did not give me *any* book.

(c) Will you please, lend me *some* money ?

(d) Has he *any* book to read ?

7. Much, many

Much denotes quantity, *many* denotes number ; as,

(a) He gave me *much* money.

(b) *Many* men attended the meeting.

8. Many, many a, a great many

All the three convey the same idea. *Many* is followed by a plural noun and a plural verb. *Many a* is followed by a singular noun and a singular verb : *a great many* is again used with a plural noun ; as,

(a) *Many* men are gathered there.

(b) *Many a* flower is born to blush unseen.

(It means that many flowers are born to blush unseen.)

(c) *A great many* people reached the spot at once.

9. Each, every

Each refers to one of two or more but *every* always refers

to one of more than two. *Each* is used when the number is definite; *every* is used when the number is indefinite. But *every* is a stronger word than *each*; it means each without exception. Both take a singular verb; as,

- (a) Each boy of the class is present.
- (b) Every body was doing his duty.

10. Either, neither

Either has two meanings (i) one of the two and (ii) each of the two (that is both). *Neither* is the opposite of *either* and it means neither the one nor the other; as,

- (a) You can select *either* book.
- (b) The river has overflowed on *either* side.
- (c) I belong to *neither* party.

11. Little, a little, the little

Little is opposed to much and means almost *nothing*. A *little* has affirmative meaning and means *some*. The *little* means *not much, but all that is*.

- (a) He showed *little* mercy to the robber.
- (b) I have *a little* money and I shall help you.
- (c) He lent me the *little* money that he had.

12. Few, a few, the few

Few has a negative meaning. It is opposed to *many* and means almost none. It refers to number. A *few* has a positive idea and means *some at least*. *The few* means not many, but all that there are. It has both positive and negative idea at one and the same time.

- (a) *Few* persons are free from mistakes.
- (b) I have *a few* sincere friends and can count on them.
- (c) I have lost *the few* books, I had.

13. Whole, the whole, a whole, all

Whole is used before Common and Collective nouns in the plural number and means several. *The whole* is used before singular common nouns. When it is used before a Proper Noun, it is followed by the Preposition 'of'. *A whole* means entire. It is used before a singular noun.

All: When it denotes a quantity, it is followed by an uncountable Noun; when it denotes number, it is followed by a countable noun in the plural.

- (a) *Whole* district in the state protested against corruption.
- (b) *The whole* staff was invited to tea.
- (c) *A whole* orange was given to him.

- (d) He has eaten up *all* the ice-cream.
 (e) *All* the students have reached the school.

14. Each other, one another

We use *each other* when we speak of two persons or things and *one another* when we speak of more than two ; as,

- (a) The two friends helped *each other*.
 (b) We all should help *one another* at the time of difficulty.

15. No, none

No precedes the noun that it qualifies and *none* follows it ; as,

- (a) He has *no* hope of recovery.
 (b) Hope I have *none*.

(b) Use of some Compound Determiners :

1. There is a *lot of* sugar in the bag.
2. There is plenty of water in the bucket.
3. I have got a *large amount of* money.
4. There was a *large quantity of* coal.
5. I saw a *large number of* people at the theatre.

(c) Use of 'same' and 'such' as Determiners :

1. He never does *such* things.
2. Both of them reached at the *same* time.

(d) Compound Determiners with 'same', 'any', 'no'.

1. There is *somebody* at the door.
2. *Someone* ought to help the poor fellow.
3. *Something* is better than *nothing*.
4. He comes to my house *sometimes*.
5. I have seen him *somewhere*.
6. This problem is *somewhat* difficult.
7. *Anybody* can do it.
8. I do not want *anything*.
9. You must reach there in time *anyway*.
10. I could not find him *anywhere*.
11. *Nobody* knows about his future.
12. *None* but the brave deserve the fair.
13. *Nothing* can be done now.
14. I could find him *nowhere*.

Exercise 13

(For IX Class)

I. Correct the following :

1. Do you have any money ?

2. We did not see some elephants in the forest.
3. They found a umbrella on the road-side.
4. A man in a khaki uniform is a police man.
5. Something cannot be done now.
6. The two friends help one another.
7. Mr. Shyam is the eldest teacher in the school.
8. Rajni came latter than Rama.
9. No less than thirty students attended the class.
10. I have little money and I shall help you.

II. (a) Fill in the blanks with suitable Determiners :

- (i) I waited for him for—hour and—half.
 - (ii) How—students are there in your class ?
 - (iii) I have given—few rupees, I had.
 - (iv) —a man gathered there.
 - (v) Has he got—book to read ?
 - (vi) He asked me for—money but I did not have—
 - (vii) —books are yours and—mine.
 - (viii) Alas ! I could find him—.
 - (ix) She is—Asian by birth, not—European.
- (b)
- (i) All—members were present in the meeting.
 - (ii) —has been said on this topic.
 - (iii) He never does—bad thing.
 - (iv) —knows about his future.
 - (v) The—girl of this line is my sister.
 - (vi) Something is better than—.
 - (vii) I could not find him—.
 - (viii) —is knocking at the door.
 - (ix) —can do it.

III. Use the following in sentences of your own :

Latter, farther, eldest, fewer, whole, a few, each, some, a little, none.

Exercise 14

(For X Class)

I. Correct the following :

1. Shyam is more industrious and wiser than his brother.
2. Your brother is junior than me.
3. This is large of the two rooms.
4. Many a man were drowned in the river.
5. None of the two have done it.
6. Not less than forty students attended the meeting.
7. My oldest son is a student of X class.
8. It has been in practice from immemorial time.
9. We all should co-operate with each other.
10. He is wiser than hard-working.

II. (a) Fill in suitable Determiners :

1. —student of the class was given sweets.
2. I belong to—party.
3. She wants the—edition of this book.
4. —flower is born to blush unseen.
5. —good boy never abuses others.
6. He could do—of the two sums.
7. I would like—more tea.
8. —more one has—more one wants.
9. How—stories does this book contain ?
10. How—money do you need ?
11. Do you have—plan to go abroad ?
12. —umbrella is—useful thing.

(b) Fill in the blanks with the suitable Adjectives (Determiners) given below within the brackets :

1. He could not read—(further, farther)
2. He is the—member of the college council. (eldest, oldest).
3. —of these four dishes is to my taste. (none, neither)
4. I prefer the former proposal to the—(later, latter)
5. This is the—edition of this book. (last, latest)
6. I tried—friends, I had. (a few, few, the few)
7. Your house is—to mine. (nearest, next)
8. —money I had, has been stolen away. (little, a little, the little)
9. Did you bring—oranges from the garden ? (any, some)
10. They came—than you. (latter, later)
11. We all should help—(each other, one another)
12. —can do it. (somebody, anybody)
13. I could not find him—(somewhere, anywhere)

VII. (a) Write about 30 sentences, using Determiners with the countables given in the following table :

These are (or were) We have (or had)	a few many no several some four or five a lot lots plenty	(more) <hr/> more	vacant houses	in your locality
	a large number of a lot of enough plenty of			

(b) Make sentences, using the following :

Each, one another, neither, the little, a few, many a, much, fewer, next, a lot of, nothing, somewhat, anybody, whole, something.

B. USE OF THE ARTICLE**(i) The Article : Kinds**

Read the following sentences :

(a) Bipan brought me *a* pen.

(b) I prefer *an* apple to *an* orange.

(c) I gave him *the* book, he wanted.

A, *an* and *the* are called Articles.

A or *an* means one or any. We use *a* or *an* when we do not mean a particular thing. A pen means any one pen ; an apple means any one apple and an orange means any one orange.

So *a* and *an* are called Indefinite Articles.

An is used in place of *a* before a word beginning with a Vowel sound (a, e, i, o, u).

The is called the Definite Article because we use *the* when we speak of a particular person or thing. In the above sentences, *the* book means a particular book and no other book. *The* may be used both with singular and plural nouns.

-(ii) Rules for the Use of Articles

'*A*' is used :

1. Before a word beginning with a consonant having a consonant sound ; as,

A college ; a candidate ; a house.

2. Before a word beginning with a vowel having a consonant sound ; as,

A university ; a European ; a uniform.

3. Before a word beginning with 'O' when it has the sound of 'W' ; as,

A one-eyed man ; a one rupee note ; a one act play.

4. Before a word beginning with a sounded *h*, provided it has more than one syllable ; as,

A historical building ; a hotel ; a heroic deed.

'*An*' is used :

1. Before a word beginning with a Vowel ; as,

An Ox ; an eye ; an apple.

2. Before a word beginning with a consonant having a Vowel sound ; as,

An M.A. ; an F.A. ; an M.P.

3. Before a word beginning with a silent 'h' or 'y' : 'as',

An hour ; an honest worker.

(iii) Use of Indefinite Articles

The Indefinite Articles are used ;

1. Before *few*, *good* or *great many*, *great deal*, *good deal*, *little* ; as,

A few men, a little money : a good deal of trouble.

2. Before Plural Nouns Preceded by the words, *dozen*, *score* *hundred*, *thousand* etc ; as,

A dozen oranges ; a hundred rupees.

3. Before a proper, material or Abstract Noun, provided it is used as a Common Noun : as,

Padmini was a great beauty.

4. In the sense of the *same* ; as,

Two of a trade seldom agree.

5. In the sense of a *certainly* ; as

There lived a poor man in my neighbourhood.

6. In the sense of *one* ; as,

Sixty minutes make an hour.

7. In the sense of *some* ; as,

He has a chance of success.

8. In the sense of *kind* ; as,

Iron is a useful metal.

9. Note the use of the indefinite articles in the following sentences :

(a) I have *a* lot of money.

(b) He is a man of quite *a* different type.

(c) Do not make *a* noise.

(d) She has *a* headache.

(e) It is *a* quarter to ten by my watch.

(f) We are in *a* hurry.

(iv) Use of the Definite Article

'The' is used :

1. Before a particular person or thing or one already mentioned ; as,

Let us go to the hostel. The pen, you want, has been lost.

2. Before a Common Noun in the Singular Number to show a species or class ; as,
The *lion* is the king of *the* forest.

Exceptions : (a) Man is mortal. (b) Woman is a man's mate.

3. Before an Adjective used as a Noun ; as,
We should help *the poor*.
4. Before a Proper Noun used as a Common Noun ; as
Kalidas is *the* Shakespeare of India.
5. Before a Superlative Degrees ; as,
Time is *the* best healer.

Exceptions : *The* is not used before the Superlative of eminence and the Superlative preceded by a Possessive Adjective ; as,

(a) Your eldest brother is a lawyer.

(b) He is a most successful doctor.

6. Before a Comparative Degree when selection is meant ; as
Bipan is *the* better of the two.

7. As an Adverb before Comparative ; as,
The higher you go, *the* cooler it is.

8. Before a proper noun (with emphasis) to give the force of a Superlative ; as,

This is *the* book on Algebra. (The best book)

9. Before a proper Noun when it is qualified by an Adjective ; as,
The beautiful Padmini.

10. Before ordinals ; as,
The second boy of *the* last row is my friend.

11. Before names of sacred books when the names of authors are not mentioned ; as,
The Vedas ; *the* Bible ; *the* Guru Granth Sahib ; *the* Quran.

But we say :

Milton's Paradise Lost, Valmiki's Ramayana.

12. Before Nouns denoting a single thing of its kind ; as,
The sun, *the* ocean.

Note : It is wrong to use *the* before God.

13. Before Proper, Material and Abstract Nouns when they are specified ; as,
The India of today ; *the* rice of Bengal, *the* beauty of the Taj.

14. Before the names of the rivers, seas, oceans, mountains, plains, groups of islands, gulfs, straits, canals, deserts, winds and seasons ; as,

The Jamuna ; the Arabian sea ; the Himalayas : the Gangetic plain ; the monsoons ; the winter.

Note : The is not used before the name of single mountain or a single island ; as,

Mount Everest : Ceylon.

15. Before descriptive Geographical names ; as,

The Punjab ; the Deccan ; the United Provinces ; the United States of America.

16. Before the names of ships, aeroplanes, trains, newspapers, magazines, journals and well-known buildings ; as,

The Victory ; the Frontier Mail ; the Hindustan Times ; the Taj Mahal.

17. Before words showing important historical events ; as,

The Mutiny of 1857 ; the French Revolution.

18. Before the names of nations and communities ; as,

The English ; the Indians.

19. Before the names of directions preceded by prepositions ;
The wind blew from *the north.*

20. Before the word *same* ; as,

It is not *the same* book as I require.

21. Before the organs of the body : as,

The head ; the heart.

22. In place of a possessive Adjective ; as,

He caught me by *the neck.* (not by my neck)

23. Before the Noun or an Adjective indicating the title when it is placed after a proper noun ; as,

Ashoka *the great.*

24. Before words indicating number, weight, and measure to express the idea of rate ; as,

Cloth is sold by *the metre* ; bananas are sold by *the dozen.*

25. Before proper nouns in plural ; as,

The Browns ; the Mayos.

26. Before the names of workshops and factories ;

The Delhi Cloth Mills.

27. Before the names of parties and organisations ; as,

The Janata ; the Congress.

28. Before the dates of a month ; as,

(a) *The 15th of June, 1961.*

Note the use of the article *the* in the following sentences :

- 1 He is in *the* wrong.
- 2 Everything will be all right in *the* long run.
- 3 The army is on *the* march.
- 4 You played *the* hero.
- 5 Keep to *the* left.
- 6 I will help you to *the* utmost.
- 7 He is punctual to *the* minute.
- 8 Don't beat about *the* bush ; come to *the* point.
- 9 It is better to be on *the* defensive.
- 10 The teacher's scolding pained him all *the* more.
- 11 He left me in *the* lurch.
- 12 He is not up to *the* mark.
- 13 The number of boys in our school is on *the* increase.
- 14 He played *the* fool.

Some Important Points about Articles

1. No article is used before Proper, Material and Abstract Nouns ; as,

(a) *Delhi* is the Capital of India.

(b) *Rice* grows in Bengal.

(c) *Honesty* is the best policy.

Exceptions : An article is used before Proper, Material and Abstract Nouns when they are used as Common Nouns and have a particular reference ; as,

(a) Kalidas is *the* Shakespeare of India.

(b) *The* rice of Bengal is superior to that of the Punjab.

2. No article is used before Common Nouns in Plural when they stand for the whole class ; as,

Men are fickle-minded.

Exceptions : *The* is used before common nouns in the plural number when they refer to particular things or persons ; as,

The horses of Arabia are very beautiful.

3. No article is placed before the names of seasons, months and days of the week, when taken in general ; as,

(a) I went to him on Monday last.

(b) Spring is the season of flowers.

4. Names of continents, countries, lakes and diseases do not take any article before them ; as,

(a) Asia is much larger than Europe.

(b) Plague is a fatal disease.

5. When the Adjective is placed after the noun it qualifies, the article is used before the Adjective ; as,

Ashoka the good ; Akbar the great.

6. When the noun has *such*, *what*, *both* or *all* and *many* preceding it, the article is placed after these words ; as,

What a fool ! Such a strong man ; Both the girls ; All the labourers ; many a man.

7. The article *a* is placed after Adjectives preceded by '*so*' '*as*' '*how*' and '*too*' ; as,

So stirring a speech ; as good a throat : how lovely a bird ; too good a man.

8 (a) When two or more nouns are connected together to denote one concrete whole, the article is generally used before the first only ; as,

The poet and philosopher passed away last night.

(b) But when two or more connected nouns refer to different persons or things, the article is repeated before each ; as,

The poet and the philosopher passed away last night.

Note : Sometimes, the article is repeated for the sake of emphasis ; as,

He was the politician and the general of his time.

9. (a) When a noun is qualified by more than one Adjective the article is placed before the first only ; as,

A black and white cow was grazing in the field (one cow having two colours).

(b) But when the Adjectives refer to more than one person or thing, the article is placed before each ; as,

A black and a white cows were grazing in the field (two cows).

(c) The article should not be repeated when the Noun qualified by the Adjectives is in the plural ; as,

The first and last lessons of this book are very interesting.

(d) But if the Noun qualified by the Adjectives is in the singular, the article is repeated ; as,

The first and the last lesson of this book are very interesting.

10. In the case of comparison, if two nouns refer to the same person or thing, the article is placed before the first noun only. But if they refer to different persons or things, the article must be repeated before each ; as,

- (i) Our Principal is a better administrator than teacher.
 (ii) Our Principal is a better administrator than a teacher.
 (would be)

Exercise 15

(For IX Class)

I. (a) Insert suitable articles in the blank spaces below :

1. —Ganges is—river of India.
2. My watch is correct to—minute.
3. Spare—rod and spoil—child.
4. He is in—wrong.
5. Sixty minutes make—hour.
6. Birds of—feather flock together.
7. He is not upto—mark in English.
8. —Bible—Gita and—Quran are sacred books.
9. You are—M.A. while he is—B.A. of—Punjab University.
10. —English defeated—Germans in last war.

- (b)
1. I want—ten rupee note.
 2. All of—sudden, I saw—ugly man coming out of bushes.
 3. I have—headache.
 4. I saw—elephant in—forest.
 5. I want—fifty paise piece.
 6. —man, you saw yesterday is—uncle of mine.
 7. I gave him—book, he wanted.
 8. Cold on—Himalayas is terrible.
 9. I read—Indian Express daily.
 10. Good children are—great blessing to—parents.

- (c)
1. I found—bag on—road—bag contained—knife,—diary and—one rupee note.
 2. Where has gone—beauty that I once found in your eyes.
 3. —fox and a camel were fast friends. One day—fox asked —camel to bring him—melon to eat,—camel agreed and went into—field of melons. He saw there—ugly-looking man, sitting in—field.
 4. —cup of tea is—ordinary thing. But after—day's hard labour in—evening, it is like—big feast. Poor know this well.

II. Correct or put articles where necessary in the following :

1. I prefer the apple to a orange.
2. He is a M.P.
3. Iron is an useful metal.
4. Don't make the noise.
5. Two of the trade seldom agree.
6. Time is a best healer.

- 7 Beautiful Padmni sacrificed herself to save her honour.
8. We should help a poor.
9. Gita is our sacred book.
10. English defeated French.

Exercise 16

(For X Class)

I. Put articles where necessary :

1. Himalayas are highest mountains in world.
- 2 He is cleverer of two.
3. Cotton of India is inferior to that of U.S.A.
- 4 Many soldier was killed in the Great War.
5. Eggs are sold by dozen.
6. Do not tell lie.
7. Golden temple of Amritsar is holy shrine of Sikhs.
8. Lion is king of forest.
9. I am in great hurry.
10. Bird in hand is worth two in bush.

II. Correct the following :

- (a)
- 1 The gold is not so useful as the iron.
 2. Lion is king of forest.
 3. He has given me good deal of trouble.
 4. I am in hurry.
 5. The Ceylon is the island in an Indian Ocean.
 - 6 This is a news to me.
 7. Whole of India mourned the loss of Smt. Indira Gandhi.
 8. A black and a white dog was barking at strangers.
 9. We have finished the tenth and the eleventh chapters of the book.
 10. The June is hottest month of year.

- (b)
1. The Mount Everest is highest peak of Himalayas.
 2. Cloth is sold by metre.
 3. Rich must help poor.
 4. Sun rises in east.
 5. I study for a hour and half daily.
 6. Taj is building worth-seeing.
 7. Hindustan Times is as good as Times of India.
 8. Andamans are islands in Indian Ocean.
 9. Cow is an useful animal.
 10. Drowning man catches at straw.

III. Insert suitable articles in the blank spaces below :

1. Satish went to—restaurant. He asked—bearer to bring milk for him. In—meantime,—gentleman and—lady also entered—restaurant. The gentleman looked to be—M.P. and the lady to be—air hostess.

2. —man you saw here yesterday is—uncle of mine and—great lover of—Ramayana.
3. —tallest gentleman is a teacher. The man who has—stick in his hand is—teacher's uncle. He has come here to attend—wedding.
4. —Sun is really one of—countless stars in—sky or to put it differently, stars are really—suns, most of them at least as big as—sun. Our sun is in fact rather—unimportant member of—immense system of stars or galaxy consisting of at least hundred thousand million stars. We can see—part of this galaxy stretching across—sky as—pale white band of stars called milky way.



4 | Appropriate Use of Prepositions

Study the following sentences :

1. The book is *on* the table.
2. He is *behind* the curtain.
3. I shall return *within* a week.
4. The farmer killed the snake *with* a stick.
5. She told us *about* Florence Nightingale.
6. You caught him *by* the neck.
7. I cannot agree *to* it.

In the above sentences, the words in italics show the relation in which the Nouns or Pronouns placed after them, stand to some other words. They are all *Prepositions*.

The Nouns or Pronouns which are placed after the prepositions are governed by them and are, therefore, their *Objects*. These nouns or pronouns are said to be in the Objective case.

Use of Certain Prepositions

1. *At* is used :

- (i) For small towns and places ; as,
My father lives *at* Shahdara.
- (ii) To show rates of prices ; as,
Rice sells *at* three rupees a kilo.
- (iii) Before nouns that show relations of time, age, state or condition ; as,
 1. The train will arrive *at* 10 o'clock.
 2. I passed my B.A. examination *at* the age of nineteen.
 3. Jyoti is *at* my service.

2. (a) *In* is used :

- (i) For countries and large towns ; as,
 1. My nephew is *in* Japan these days.
 2. The President of India lives *in* Delhi.

(ii) With the names of years and months ; as,

1. The Second World War ended *in* 1945.
2. It is very hot *in* June.

(iii) Before Nouns that denote time, state and point of reference ; as,

1. The servant will return *in* an hour.
2. She died *in* poverty.
3. Dev is firm *in* his opinion.

(b) **Into** : (i) He jumped *into* the river.

(ii) Pour some water *into* the jug.

Note : '*Into*' is used with the verb denoting motion.

3. (a) **On** is used :

(i) With names of days and dates ; as,

1. Anita will be admitted to school *on* Monday.
2. I shall see him *on* the 10th of June.

(ii) To express the situation, place or condition ; as,
The poor man is *on* the verge of starvation.

(iii) To denote contact with things at rest ; as,
The boy is sitting *on* the bench.

(iv) To denote support and concern ; as,

1. He lives *on* his uncle.
2. Mr. Singh has written books *on* politics.

(b) **Upon** : It is used in speaking of things in motion ; as,
The dog sprang *upon* the cat.

4. **Above** is used to denote *higher in place, more than and superior to* ; as,

1. Shukla is *above* me in the class.
2. The price of the book is *above* thirty rupees.
3. He is *above* meanness.

5. **Over**—It means :

1. Above—The moon looks *over* the earth.
2. More than—Shri L.N. Gupta is *over* fifty years old.
3. On the other side of—My friend lives *over* the way.

6. **By** (a) It is generally placed before the doer of the action in the Passive Voice ; as,
This table was made *by* me.

- (b) It denotes nearness in place or time ; as,
1. Sit *by* me.
2. The work will be completed *by* noon.
- (c) It shows the manner in which an action is **done** ;
as,
1. I caught him *by* the collar.
2. Did you pay him back *by* instalments ?
- (d) It also means *according to measure and appeal* ; as,
1. It is ten to five *by* my watch.
2. Cloth is sold *by* the metre.
3. He swears *by* God that he is innocent.
7. **With**—(a) *With* is used before the instrument with which an action is done ; as,
I killed the snake *with* my stick.
- (b) It also means *accompanied by, in spite of and some points of reference* ; as,
1. I went to see the picture *with* my sister.
2. *With* all his faults, I respect him.
3. Down *with* the traitors.
8. **For**—(a) *For* is used to denote period of time ; as,
Satish has been absent *for* four days.
- (b) It is also used as under :
1. My younger brother attended the meeting *for* me. (in place of)
2. I bought this hat *for* sixteen rupees. (in exchange for)
3. They will vote *for* me. (in favour of)
4. Gopal did it *for* me. (on account of)
5. The animals gasped *for* breath. (for the purpose of)
6. Sudha is clever *for* her age. (in point of)
7. *For* all his wealth, he is discontented. (in spite of)
8. You can trust this man *for* twenty rupees. (to the extent of)
9. **Since**—It is used to express *point of time* ; as,
1. Dharendra has been sick *since* Monday.
2. John has been trying for the job *since* January.

Note : Since is used with the present or Past Perfect Continuous tenses.

10. **From**—(a) *From*, like *since*, means from a certain point of time. It is, however, used in all tenses.

1. He was absent *from* Monday.
2. I shall resume duty *from* Friday.
3. She is regular *from* Tuesday.

(b) It also means :

1. Starting point—He comes *from* Daryaganj.
2. Cause—He died *from* overwork.
3. Origin—He worked *from* a wicked motive.
4. Separation—I do not know him *from* his brother.

11. **Beside**—It means :

1. By the side of—The child is playing *beside* her mother.
2. Out of—When I teased him, he was *beside* himself with rage.

12. **Besides**—It means 'in addition to' ; as,
The beggar wants shelter *besides* money.

Appropriate Use of Some Prepositions

Study carefully the following sentences and note how certain verbs, nouns, adjectives and participles take appropriate prepositions after them.

A

1. We must **abide** by the decision of the referee.
2. The tank **abounds** in (or with) fish.
3. Samuel has been **absent** from school since Monday.
4. I cannot **accede** to your proposal.
5. Everybody has an **access** to the Principal.
6. He was **acquitted** of the charge of bribery.
7. I am **acquainted** with him.
8. He is **accustomed** to taking milk in the morning.
9. Afzal was **addicted** to drinking.
10. Hari was **admitted** to the IX class.
11. A wiseman will **adapt** himself to the changed conditions.
12. (a) He does not **agree** with me in this matter : (b) I **agree** to your proposal.

13. Hercules was not afraid of lions.
14. Our school is quite adjacent to my house.
15. He took advantage of my absence.
16. My friend aims at becoming a lawyer.
17. He is not alive to (aware of) his short-comings.
18. The streets are alive with (full of) men and women.
19. The villagers were alarmed at the sudden appearance of the lion.
20. She alighted from the carriage smilingly.
21. (a) The officer was angry with the clerk for his being late.
(b) I am really angry at his foolishness.
22. (a) You will have to answer for this misbehaviour.
(be responsible for)
(b) We are answerable to God for our actions.
23. (a) One should be anxious about one's health
(b) He was anxious for the safety of his sister.
24. I have applied to the Principal for leave.
25. (a) Raminder appealed to his neighbour for help.
(b) I shall appeal to the High Court against the decision of the Lower Court.
26. You are appointed to the post of a clerk.
27. I do not approve of your actions.
28. He was now ashamed of his past misdoings.
29. My father has not given his assent to the proposal yet.
30. (a) Attend to what I say.
(b) My sister attended on me during my illness.
(c) His efforts were attended with success.
31. Pay full attention to your lesson .
32. You must avail yourself of this golden opportunity.
33. I was not the least aware of his misbehaviour.
34. A silver medal was awarded to Balbir for his standing first in the class.

(B, C)

35. The beggar is blind of one eye.
36. He is blind to his defects.
37. (a) The thief begged the magistrate for mercy.
(b) The student begged pardon of the teacher.
38. People do not believe in ghosts now.
39. He belongs to a noble family.

40. The servant was **bent on** (or upon) doing harm to his master.
41. God **blessed the king with** a prince.
42. The train is **bound for** Calcutta.
43. **Beware of** pick-pockets.
44. One should not **boast of** one's wealth.
45. (a) He was **born of** rich parents. (b) He is **born in** a rich family. (c) A son was **born to** him.
46. (a) I am **busy in** doing my work. (b) I am **busy with** my work.
47. (b) Why should we **care for** him ? (b) He **takes care** of his books.
48. (a) He is very **careful about** his health. (b) He is very **careful in** money matters.
49. I am not **capable of** doing this work.
50. A drowning man **catches at** a straw.
51. Surrender is a **candidate for** this post.
52. (a) There is no **cause for** anxiety now. (b) What is the **cause of** his sadness ?
53. He was **charged with** creating disturbance.
54. The teacher **complained to** the Principal **against** the student.
55. (a) **Compare** Shakespeare **with** Kalidas. (b) The beautiful queen was **compared to** the moon.
56. (a) He has every **claim to** his father's property. (b) I have no **claim on** him.
57. Please do **comply with** my request.
58. (a) Water **consists of** Hydrogen and Oxygen. (b) True happiness **consists in** contentment.
59. We should be **confident of** success.
60. I **congratulate you on** your success in the examination.
61. All his friends **condoled him on** his son's death.
62. This medicine will **cure you of** fever.
63. We should not be **cruel to** animals.
64. I **convinced him of** my innocence.
65. Mothers seldom have **control over** their children.
66. The examination will **commence on** the 10th of March.

(D, E, F)

67. (a) My father **deals in** cloth. (b) You cannot **deal with** customers.

68. (a) Alexander was **desirous** of conquering the whole world.
 (b) Every person **desires** for wealth.
69. The dacoits **deprived** her of her jewellery.
70. I have **disposed** of my old cycle.
71. (a) I **differ** with you. (b) His views are quite **different** from mine.
72. A student should **devote** all his time to his studies.
73. (a) Many people **died** of cholera. (b) He **died** from overwork.
74. It is safe to **deposit** money with Punjab National Bank.
75. Who is not **eager** for fame ?
76. Youngmen under thirty are not **eligible** for this post.
77. (a) Mr. Swamy is **engaged** in the study of the Mughal rule. (b) She has been **engaged** to my younger brother.
78. (a) I have **entrusted** my servant with the cash. (b) He does the work **entrusted** to him with utmost care.
79. The principal **exempted** him from the payment of the school fee.
80. My uncle **exchanged** his watch with his friend for a camera.
81. You shall have no **excuse** for not doing the home task.
82. The dog is always **faithful** to his master.
83. Only a mean person will play **false** with his friends.
84. (a) I am **familiar** with him. (b) Your face is not **familiar** to me.
85. Gandhiji is **famous** for his great ideals.
86. The wound on his back proved **fatal** to him.
87. The child **feeds** on milk.
88. Young children are **fond** of hearing stories.
89. Send him to me **when** he is free from his duty.

(G, H, I)

90. Pt. Nehru was **gifted** with eloquence.
91. I am **grateful** to you for this kindness.
92. You must **guard** yourself against fair-weather friends.
93. Who was not **grieved** at the death of Subhash Chandra Bose ?
94. Henry V found him **guilty** of treason.
95. My mother is **hard** of hearing.
96. We **heard** of the theft only yesterday.

- 97. A man who **hankers after** money does not get happiness.
- 98. (a) Let us **hope for the best**. (b) I am **hopeful of success**.
- 99. We should be **honest in** our dealings.
- 100. Do not **hinder him from** doing work.
- 101. He was quite **ignorant of** his son's misconduct.
- 102. Don't **indulge in** useless talks
- 103. You must keep me **informed of** the progress.
- 104. I was **invited to** tea on the occasion of his son's marriage.
- 105. My friend has **invested a huge sum of money in** the new industry
- 106. Don't **interfere with others in** their affairs.
- 107. The speaker **impressed upon** the students the value of discipline.
- 108. Smoking is **injurious to** health.

(J, K, L)

- 109. Rani is **jealous of** Usha's beauty.
- 110. A blind man is no **judge of** colours.
- 111. (a) Sharma is **junior to** me in service. (b) He is **junior to** me by five years.
- 112. Lincoln was **kind even to** his enemies.
- 113. The beggar **knocked at** the door.
- 114. He is **known to** all for his frank opinion.
- 115. Industry is the **key to** success.
- 116. Always **keep to** the left.
- 117. This horse is **lame of (or in)** one leg.
- 118. Do not **laugh at** others.
- 119. I have the least **liking for** flattery.
- 120. Never **look down upon** the poor.
- 121. Prices of cloth are **looking up** these days.
- 122. We should be **loyal to** our motherland.
- 123. The path of righteousness **leads to** glory.
- 124. Napoleon had **lust for** power.
- 125. He **lives on** fruit and vegetables.

(M, N, O)

- 126. Rama was **married to** Sita.
- 127. He is no **match for** this beautiful maiden.
- 128. A wise man will not **meddle with** others' affairs.
- 129. I **mistook her for** my sister.

130. One who is **negligent in** work will **meet with** failure.
131. Morning walk is **necessary for** health.
132. You will be dismissed if you are **neglectful of** your duty.
133. He has become **notorious for** gambling.
134. She is in **need of** help.
135. Rama was **obedient to** his parents.
136. Nobody is **opposed to** the introduction of Delhi Milk Scheme.
137. He is expected to **object to** your proposal.
138. Sudama was **obliged to** Lord Krishna for the love, he had for him.
139. Dashratha was **overwhelmed with** grief at Rama's exile for fourteen years.

(P, Q, R)

140. The partition of India was **painful to** many a patriot.
141. My friend was **pleased with** me at the offer of the book.
142. (a) I cannot **part with** my car. (b) She **parted from** her parents weeping.
143. I **paid** ten rupees for this umbrella.
144. He **persisted in** doing this.
145. (a) Let us **play at** cards. (b) She **plays on** harmonium well.
146. Shree J.P. was very **popular with** his countrymen.
147. He is **polite to** his friends **in** behaviour.
148. I took **pity on** the wounded person.
149. We **pray to** God for His blessings.
150. A man of honour will **prefer** death to dishonour.
151. (a) Do what you please I am **prepared for** the worst.
(b) The student was **well-prepared with** his lessons.
152. The Director of Education **presided over** the Annual Prize Distribution Function.
153. Efforts should be made to **prevent** young children **from** reading trash literature.
154. An umbrella will **protect you from** rain and heat.
155. One should never be **proud of** one's riches.
156. Do not take **pride in** your wealth.
157. The students **were prohibited from** going to the puppet show.
158. The businessmen of the town **protested against** the new taxes.

159. The kind man **provided** the beggars with food.
160. Graduates are **qualified** for the post.
161. Usman has **quarrelled** with his brother over a watch.
162. The principal has **recommended** me to the Director, Television, for the post of a Television Operator.
163. My uncle has **recovered** from illness.
164. We **rejoiced** at her success.
165. He was **reduced** to extreme poverty.
166. **Rely on** God and do the right.
167. The balm will **relieve** you of (or from) your pain.
168. I have not **replied** to his letter yet.
169. He **repented** of his past action.
170. Please **remember** me to your parents.
171. Do not forget to **remind** me of it tomorrow.
172. You should always **refrain** from telling lies.
173. (a) We should be **respectful** to our elders. (b) He has no **respect** for his elders.
174. Are we not **responsible** to God for our actions ?
175. I will **revenge** myself on my enemy for my brother's murder.
176. The thieves **robbed** him of his belongings.
177. Ashok **ruled** over a vast empire.

(S, T, U, W, Y)

178. The Ganges is **sacred** to the Indians.
179. He **saved** the old farmer from the clutches of the money-lender.
180. Rekha is **searching** for her lost pen.
181. The doctor **sent** for the compounder.
182. The culprit was **sentenced** to three years' imprisonment.
183. I have **run short** of money.
184. The world was **shocked** at the murder of Mahatma Gandhi.
185. My brother is **seeking** a job.
186. This cloth is **similar** to the one, I purchased yesterday.
187. (a) Vishwa Nath is **slow** of hearing. (b) My servant is **slow** at work.
188. We shall **start** for Lucknow at 6 O'clock.
189. I have become **sick** of hearing your complaints.
190. My grand mother is a **slave** to old customs.
191. I am really **sorry** for my misconduct.
192. Why do you **stare** at me ?

(For IX Class)

(a) 1. The peasant rushed—his room with a stick—his hand.
[in, to, into]

2. Panna looked—Udai Singh with utmost care. [at, for, after]
3. Millions of people die—tuberculosis. [of, with, by]
4. Please do not depend—me for help. [at, in, on]
5. We are proud—such a great son of India. [at, with, of]
6. Shri C.B. Gupta lives—Lucknow—Uttar Pradesh. [in, at, with, in]
7. The cow was tied—a rope. [with, by]
8. The little girl died—her mother's breast. [at, on, over]
9. Distribute these mangoes—the students of your class. [between, among]
10. You should comply—the orders of your teacher. [with, to]

- (b) 1. I was surprised—his behaviour. [at, on]
 2. Mohini is responsible—all this. [of, for]
 3. Why are you jealous—me ? [of, to]
 4. This film is suitable—children. [with, for]
 5. Arjun prevailed—his enemies [over, upon]
 6. Let us guard ourselves—danger. [against, from]
 7. Ravi parted—us in tears. [from, with]

1. Majid has a great fondness—horses.
2. This is quite—harmony—the proposal.
3. The communists protested—the decision of the Government.
4. You must make amends—your faults.
5. Parents are often blind—their children's short-comings.
6. I am not afraid—death.

7. Are you alive___the consequences___your actions ?
8. Very few of the candidates are eligible___the post.

III. Correct the following sentences :

- (a)
 1. The student apologised from the Principal.
 2. Mahatma Gandhi was not afraid from death.
 3. We should be kind with the poor.
 4. The forest teems of game.
 5. My brother is very intimate to the Deputy Commissioner.
 6. He dissuaded me to go to the picture.
 7. The monitor looks at the class in the absence of the teacher.
 8. Compare Shiva to Rana Pratap.
 9. I am sick from my life.
 10. He plunged in the river.
- (b)
 1. Divide the cake in four parts and distribute it among these two.
 2. He has ordered for a dressing table.
 3. She took leave from her parents and started for school.
 4. He acted according with the instructions.
 5. The clerk was charged for carelessness.
 6. He has been suffering with fever for Tuesday.
 7. Who will not sympathise for such a good man ?
 8. This pen is inferior than that.
 9. He is hard for hearing.
 10. He was sentenced for one year's imprisonment.
- (c)
 1. I called for him last evening.
 2. He is blind with one eye.
 3. He insisted in my going there.
 4. I differ from you in this point.
 5. Beware from fair-weather friends.
 6. She burst in tears.
 7. He is indifferent from his health.
 8. I could never dream for his success.
 9. I long of an opportunity for seeing him.
 10. No medicine can cure him from this disease.
 11. My father had been laid up from fever for a week.
 12. We should persist with our efforts.

IV. Fill in the blanks with suitable prepositions :

- (i) My friend is fed up___life. He is always sad___heart. I sympathise___him. I advise him to be cheerful but he does not act___my advice. As my advice falls flat___him. I have left him___his fate.
- (ii) Good manners depend___our family and breeding. Parents

are to set an example__their children. We should be humble and polite__our talk__others. Good manners also demand that we should stand__a queue while boarding a bus. We should observe the rules__good health. Good manners give colour__our life. They can be acquired only__good training.

- (iii) I know him__name as I am not introduced...him__any-time.
 (iv) I do not know__certain who should be held responsible__it.

Exercise 18

(For X Class)

I. Fill up with suitable prepositions :

1. She has a liking__music. [in, for]
2. Sita remained faithful__Rara. [to, for]
3. She was born__poor parents. [from, of]
4. The teacher advised us not to laugh__the poor. [on, at]
5. Cows feed__grass. [on, with]
6. Suresh was chafged__theft. [of, with]
7. We are hopeful__success in the examination. [of, for]
8. Arjun prevailed__his enemies. [over, upon]
9. Let us guard ourselves__danger. [against, from]
10. Ravi parted__us in tears. [from, with]

II. (a) Fill up the blank spaces with correct prepositions :

1. My father was in ignorance__what I was doing.
 2. Birds go out in quest__food.
 3. He will not act in opposition__my wishes.
 4. The function was celebrated__great pomp and show.
 5. My sister has great love__Lila.
 6. Mahatma Gandhi had a universal reputation__truthfulness.
 7. Most judges have a great insight__human character.
- (b)
1. He objected__my proposal.
 2. I shall not apologise__him__what I did, as I acted__good faith.
 3. The principal prevailed__him to entrust you__the keys.
 4. I parted__my friends__tears__my eyes.
 5. Refe__the dictionary__the meaning__this word.
 6. A man__honour will stick__his convictions.
 7. His addiction__gambling would be the cause__his ruin.
 8. Humayun succeeded__the throne__his father's death.

III. Correct the following :

1. He caught him from his neck.
2. Cloth is sold with the metre.

3. He was charged of theft.
4. You cannot deprive me from any right.
5. Both the sisters resemble with each other.
6. Why are you angry on me ?
7. He informed this to the police.
8. He succeeded to do it.
9. Health is preferable than riches.
10. I have dispensed my servant's services.
11. Would you kindly provide me with a desk to sit ?
12. He forbade me from interfering in their matter.

IV. Fill in suitable prepositions :

1. ___his surprise, he saw the bangle shining___the bush. But when he saw the tiger lying___it, he began to tremble. The tiger said, "Holy Brahman, this bangle is___you. Come along and have it." The Brahman said, "You will eat me___if I come___you." The tiger said, "You see, I am very old. I am here to repent___my past sins. You need not be afraid___me."
2. The dog was very proud___his victory. He began to wait eagerly___his master. When the master saw that the dog's mouth was besmeared___blood, he became mad___anger and killed the dog. But when the truth dawned___him, he wept bitterly___his loss. But it was useless to cry___spilt milk.
3. His friend was sitting___a stool___front___his house. He, at once, stood___and embraced him. He, then, showed him___and served him___milk and bread. ___the after-noon, they paid a visit___the village Gurdwara and got Karah Parshad. They were beside themselves___joy.
4. It was the 18th___May that we set out. We reached the station___a taxi. We purchased the tickets and reached the platform. Soon the train steamed___ It was packed___passengers. We managed to get___one of the compartments___good luck, I had a seat near the window.
5. My brother objects___my going out for an excursion. I have reasoned___him___the necessity___having some recreation, but he is not a man to surrender___my arguments.
6. Beware___him. He will cheat you___all your money.
7. Let us go___the river. It is over flowing___water these days.

Reported Speech

—DIRECT AND INDIRECT

Let us study the following sentences :

(A) He says, "My brother is an intelligent boy."

(a) He says that his brother is an intelligent boy.

(B) You said to me. "I am going to Ambala."

(b) You told me that you were going to Ambala.

In the above sentences 'A' and 'B' we find that the actual words uttered by the speaker have been reproduced. This is called the Direct Speech or Narration. In sentences (a) and (b) the words used by the speaker have been conveyed but the actual words have not been reproduced. Changes have come in many places. This is called the Indirect Speech or Narration.

The speech placed within inverted commas is called the Reported speech and it begins with the capital letter and the verb which introduces the reported speech is known as the Reporting Verb. In sentence (A) 'says' is the Reporting verb and "My brother is an intelligent boy" is the reported speech. In sentences (B) 'said' is the reporting verb and "I am going to Ambala" is the reported speech.

Now read the following sentences very carefully :

Direct : The teacher says to me, "You should never tell lies."

Indirect : The teacher advises me that I should never tell lies.

Direct : She said, "My brother is expected to be back today."

Indirect : She said that her brother was expected to be back that day.

Direct : My father said to me, "Go now."

Indirect : My father ordered me to go then.

A careful study of the above sentences shows that while changing the Direct form of speech into the Indirect form, the following important changes take place.

- (a) Change in Punctuation.
- (b) Change in Tense.
- (c) Changes in Tense, indicating nearness.
- (d) Change in words indicating nearness in time and space.

(a) Rules for Punctuation

Let us study the following sentences :

1. Direct : He said, "The sun sets in the west."
Indirect : He said that the sun sets in the west.
2. Direct : The teacher said to us, "Have you learnt your lesson ?"
Indirect : The teacher asked us if we had learnt our lesson.

After studying the above sentences, we arrive at the following rules :

Rule I. The comma after the reporting verb and the inverted commas of the reported speech disappear.

Rule II Conjunction '*that*' usually joins the Reporting speech with the Reporting verb in an assertive sentence.

Rule III. The question mark '?' and the sign of exclamation '!' give place to full stop.

(b) Change in Pronouns

(i) Study the following sentences :

1. Direct : He says, "I am happy."
Indirect : He says that *he* is happy.
2. Direct : She said to you, "I am going to Bombay."
Indirect : She told you that *she* was going to Bombay.

From the study of the above sentences we draw the following rules :

Rules : *First person in the Reported Speech is changed into the person and gender of the subject of the Reporting Verb.*

(ii) Read the following examples :

1. Direct : He said to me, "You are fortunate."
Indirect : He told me that I was fortunate.
2. Direct : You said to me, "She is my sister."
Indirect : You told me she was your sister.

Thus from the study of the above sentences, we arrive at the following rule :

Rule II. *Second Person in the Reporting speech is changed*

into the person and gender of the object of the Reporting verb and the third person remains unchanged.

(c) Change in Tense

(i) Study the following sentences :

1. Direct : She says, "My brother has come from abroad."
Indirect : She says that her brother has come from abroad.
2. Direct : They will say, "We are happy"
Indirect : They will say that they are happy.

From the study of the above examples, we infer the following rule :

Rule I. If the tense of the Reporting verb is in the Present or Future, the tense of the Verb in the Reported Speech is not changed.

(ii) Read the following examples carefully.

1. Direct : He said, "I take exercise in the morning."
Indirect : He said that he took exercise in the morning.
2. Direct : She said, "I have been suffering from fever since Monday."
Indirect : She said that she had been suffering from fever since Monday.
3. Direct : I said, "The old man died last night."
Indirect : I said that the old man had died the previous night.
4. Direct : The principal said to me, "You may go now."
Indirect : The principal told me that I might go then.

From the above examples, we arrive at the following rule :

Rule. II If the Reporting Verb is in the Past Tense, the tense of the Verb in the Reported Speech is changed into the corresponding Past Tense in the following way :

1. Present Indefinite	into	Past Indefinite
2. Present Continuous	into	Past Continuous
3. Present Perfect	into	Past Perfect
4. Present Perfect Continuous	into	Past Perfect Continuous
5. Past Indefinite (died)	into	Past Perfect (had died)
6. Past Continuous	into	Past Perfect Continuous
7. Past Perfect	into	Past Perfect
8. Past Perfect Continuous	into	Past Perfect Continuous

9. <i>Will</i> and <i>shall</i>	into	Would
10. <i>May</i>	into	Might
11. <i>Can</i>	into	Could

(d) Change in words indicating nearness in Time and Space.

Let us study the following sentences :

1. Direct : The teacher said, "I taught this lesson to the class two days ago."

Indirect : The teacher said that he had taught that lesson to the class two days before.

2. Direct : My friend said to me, "I came today and I will leave for Agra tomorrow."

Indirect : My friend told me that he had come that day and he would leave for Agra the next day.

Rule 1. The above examples show that Adjectives and Adverbs indicating nearness in Time and Space in the Direct Speech are changed into words of distance to suit the changes in the tense.

Thus we change :

Ago	into	before
Come	into	go
Here	into	there
Hence	into	thence
Hither	into	thither
Last night	into	the previous night or the night before
Now	into	then
Next week	into	the following week
This	into	that
These	into	those
Today	into	that day
Tomorrow	into	the next day
To night	into	that night
Thus	into	so
Yesterday	into	the previous day or the day before.

Exceptions :

1. Direct : Shyam said to me, "I shall see you *here* tomorrow."
Indirect : Shyam told me that he would see me *here* the next day.

2. Direct : You said to me this morning, "I shall try to see you *today* again."

Indirect : You told me this morning that you would try to see me *today* again.

3. Direct : Savitri said, "*This* was her house."

Indirect : Savitri said that *this* was her house.

Rule II. When words like '*here*', '*today*', '*this*', etc., in the Direct speech refer to the objects present at the time of reporting the speech or to the place or time at which the speech is reported, they remain unchanged.

I. Conversion of Assertive sentences into Indirect speech and vice versa.

Study carefully the following patterns :

1. Direct : She says, 'I like spring season the most as it is the Queen of seasons.'

Indirect : She says that she likes spring season the most as it is the Queen of seasons.

2. Direct : The teacher said to the students, "I am not feeling well, so I shall not take the class today."

Indirect : The teacher told the students that he was not feeling well, so he would not take the class that day.

3. Indirect : Macbeth wrote to his wife that the time was near when he would become king."

Direct : Macbeth wrote to his wife, "The time is near when I shall become king."

4. Indirect : Pushpa said that her brother had arrived the previous day and would go the next day.

Direct : Pushpa said, "My brother arrived yesterday and will go tomorrow."

A careful study of the examples given above will show that

- (a) If '*say*' as a Reporting Verb is followed by an object it is changed into '*tell*'. If no Noun or Pronoun is used after the Reporting Verb '*Say*', it should not be changed into '*tell*'.
- (b) If the Reported speech contains a universal truth, habit or custom, the tense of verbs in the Reported speech remains unchanged even though the Reporting Verb be in the Past tense.
- (c) In assertive sentences '*that*' is generally used to introduce the Reporting Speech.

Exercise 19

(For IX Class)

Change into the Indirect form of speech :

- (a) 1. He said, "I am prepared to give my life for the sake of my country."
 2. The traveller said to the farmer, "I want to stay in the village tonight."
 3. "You can have it today or tomorrow," said Sita to Prabha.
 4. "Cold turns water into ice," said the Science master.
 5. My friend said to me, "You should consult some doctor as you are running temperature."

(For X Class)

- (b) 1. The teacher said to the students, "You should stop talking now as the lesson on the television is on."
 2. She said, "My mother came here the day before yesterday and will stay for a fortnight."
 3. The wolf said to the lamb, "You have made the water dirty, I will eat you up now."
 4. He said, "If you promise that you will not tease me again, I shall excuse you this time."
 5. Anil says, "I do not know when the school is going to close for the Summer Vacation."

Exercise 20

(For IX Class)

Change the following into the Direct form of speech :

- (a) 1. He told me that he had not attended the meeting the previous day.
 2. You said that you would go the next day.
 3. The monitor told the Principal that his father would come to school that day.
 4. The Chairman said that he was glad to meet them that evening.
 5. She said that the school would remain closed the next day in honour of the Inspector's visit.

(For X Class)

- (b) 1. The teacher taught the students that the earth moves round the sun.
 2. The poor man thanked me for my help.

3. The holy man told Harsha that he had seen a woman in the forest but he could not recognise whether she was his sister.
4. Rama told Lakshman that he must not leave Sita alone so that she might not feel insecure in that dreadful forest.
5. The doctor told me that if I took the medicine regularly, I would be well soon.
6. My friend expressed to me that he was prepared to do what he could to help me in the hour of difficulty.

II. Conversion of Interrogative sentences into Indirect Speech and vice versa.

Study the following examples :

1. Direct : The stranger said to me, "What is your name ?"
Indirect : The stranger asked me what my name was.
2. Direct : The teacher asked the student, "Have you learnt your lesson ?"
Indirect : The teacher demanded of the student if he had learnt his lesson.
3. Indirect : He inquired of her what the matter was.
Direct : He said to her, "What is the matter ?"
4. Indirect : The king asked the saint how one should learn to be content.
Direct : The king said to the saint, "How should one learn to be content ?"

From the above examples, we find that when the Reported speech is an Interrogative sentence, the following rules are to be observed :

- (a) The Reporting Verb '*said*' or '*said to*' is changed into '*asked*', '*enquired*' or '*demanded*' according to the sense.
- (b) While introducing the reported Speech '*that*' is never used.
- (c) The Question form is changed into the Assertive form.
- (d) When the Interrogative sentence begins with an Interrogative Adverb or Pronoun as. *when*, *where*, *why*, *how*, *what*, *who*, *whom*, *whose*, *which*, etc., no conjunction is used and the Interrogative is changed into Assertive form.
- (e) If the Question begins with an Auxiliary (Helping) Verb such as. *is*, *am*, *are*, *was*, *were*, *has*, *have*, *will*, *shall*, *do*, *does*, *did*, *may*, *might*, *can*, *could*, *should*, etc., the conjunction '*if*' or '*whether*' is used to introduce the Reported Speech.

Exercise 21

(For IX Class)

I. Change into the Indirect form of Narration :

- (a)
1. Hari said to me, "Are you going to attend the meeting ?"
 2. "Do you really like this job ?" said the manager.
 3. "May I speak to you in private ?" said Hari to me.
 4. "Will you do me this favour ?" asked the young lady.
 5. My sister said to me, "Can you spare some money for me ?"
 6. The speaker said, "How can we agree to the proposal when we know that we cannot put it into practice ?"
 7. The teacher said to the students, "Why were you absent yesterday ? Do you promise to be regular in future ?"
 8. The master got angry with the servant and said, "Why have you disturbed me ?"

(For X Class)

- (b)
1. The Magistrate said, "Do you not come from a distance ? What are you doing so far from home ? Will you like to go to the jail or back to your home ?"
 2. "Where are you going ?" said the merchant, "I was just coming to see you," said the youth. "What do you want ?" said the merchant. "To earn my bread," said the youth.
 3. Kekai said to Dashrath, "Did you promise me two boons a few years ago ? Do you remember them and do you intend to grant them to me today ?"
 4. "What are you looking for, Diogenes ?" cried one Athenian "Have you lost something ?" said another. "Why do you carry a lighted lantern in the broad daylight ?" shouted a third.
 5. The boy said to the teacher, "May I go home next Sunday ?"
 6. "Are you not ashamed of what you did ? Do you not wish to turn over a new leaf ?" said the father to his son.
 7. Father : Did you go to school today ?

Son : Yes, father.

Father : What did you read there ?

Son : Many things.

(For IX Class)

II. Change into the Direct form of Speech :

- (a)
1. Lata asked Rani what she could do for her.
 2. I enquired of him whether he wanted money.
 3. The lamb asked the wolf how he could make the water muddy since the stream ran from him (wolf) to him (lamb)
 4. He demanded of the stranger where he came from and what he wanted.
 5. The beggar asked the king why he was so proud of his wealth.

(For X Class)

- (b)
1. The boy inquired of the clerk if his name had been struck off the rolls.
 2. The spider enquired of the bee whether she would come to his house if he invited her.
 3. The mother asked the young girl whether she knew where Prem was.
 4. The Governor of the town asked Androcles if he could explain how a savage beast had forgotten its innate disposition.
 5. Orlando asked Jacques how many times a day he had his food.

III. Conversion of Imperative sentences into Indirect speech and vice versa.

Study the following examples :

1. Direct : I said to the servant, "Bring fruit from the market."
Indirect : I ordered the servant to bring fruit from the market.
2. Direct : You said to Mohan, "Think over my proposal, please."
Indirect : You requested Mohan to think over your proposal.
3. Direct : Hari said to his friend, "Let us go out for a walk."

Indirect : Hari proposed to his friend that they should go out for a walk.

4. **Direct :** Kamla said, "Let it rain, I must go to school".

Indirect : Kamla said that she must go to school though it might rain.

Thus in changing Imperative sentences into the Indirect form, we learn that :

- (a) The reporting verb is generally changed into one denoting *order, command, advice, request*.
- (b) No conjunction is to be used to introduce the Reported speech.
- (c) The Imperative mood is changed into the Infinitive.
- (d) *Let* is generally used :
 - (i) to make a proposal.
 - (ii) to persuade.
 - (iii) to make a request and
 - (iv) to express a supposition. When '*Let*' is used in the Direct speech to express a proposal, the Reporting verb is changed into '*propose*' and '*let*' is replaced by '*should*'.
 - (v) A vocative or Nominative of Address in the Reported speech is generally turned into the object of the Reporting verb.
5. **Indirect :** The teacher ordered the students to go to their classes.
Direct : The teacher said to the students, "Go to your classes."
6. **Indirect :** He forbade him to go into the deep water as the current was very strong there.
Direct : He said to him, "Do not go into the deep water. The current is very strong there."
7. **Indirect :** I asked my friend to let me look at it.
Direct : I said to my friend, "Let me look at it."

Exercise 22

(For IX Class)

I. Change into the Indirect form of speech :

- (a) 1. "Sit down, boys," said the teacher
2. "Please help me out of the difficulty," said he to his friend.
3. "Do not talk like this," said the master.
4. "Let us go to see a picture," said she to her father.

(For X Class),

- (b) 1. "Let him say what he likes, I must do this," said Satish.
2. The son said, "Father, excuse me for the fault, I have committed."
3. "Forward, my men," the general cried, "and face the foe bravely. Let them be more in numbers than we are, but what of that !"

(For IX Class)

II. Change the following into the Direct form of speech :

- (a) 1. The doctor advised the patient to take rest.
2. The teacher ordered the student to get out of the class.
3. The old man requested the policeman to help him in crossing the road.
4. The wise man forbade the people to interfere in the affairs of others.
5. He proposed that they should wait for their friends.

(For X Class)

- (b) 1. The Captain commanded the soldiers to march and open fire on the enemy.
2. He told him that he could not catch the train however hard he might run.
3. The princess requested the old woman to let her try if she could spin also.
4. The teacher forbade the boy to wander about, doing nothing.
5. The doctor advised me not to eat too much.

VI. Conversion of Exclamatory and Optative sentences into direct form and vice versa

Let us study the following sentences :

1. Direct : The Captain said, "Hurrah ! We have won the match."

Indirect : The Captain exclaimed with joy that they had won the match.

2. Direct : The stranger said, "How strange it is !"

Indirect : The stranger exclaimed with surprise that it was very strange.

3. Direct : Rama said, "Good-bye, friends, we shall meet after the vacation."

- Indirect : Rama bade or wished good-bye to his friends and said that they would meet after the vacation.
4. Direct : "Curse it !" He said, "who could have foreseen your failure ?"
- Indirect : He exclaimed with an oath that no one could have foreseen his failure.
5. Direct : The beggar said to the rich man, "May you lead a long and happy life !"
- Indirect : The beggar prayed or wished that the rich man might lead a long and happy life.
6. Direct : "O for a slice of bread !" said I.
Indirect : I wished that I had a slice of bread.
7. Direct : Mohan said, "Alas ! How foolish I have been !"
- Indirect : Mohan confessed with regret that he had been very foolish.
8. Direct : The Captain said, "Bravo ! You have done well."
- Indirect : The Captain applauded him saying that he had done well.
9. Direct : He said, "Good heavens ! What a disaster !"
- Indirect : He cried out in despair that it was a great disaster.
10. Indirect : Savitri bade good-bye to her friends.
Direct : Savitri said, "Good-bye, friends."
11. Indirect : The old man exclaimed with sorrow that he was undone.
Direct : The old man said, "Alas ! I am undone."
12. Indirect : Everybody exclaimed that she sang very well.
Direct : Everybody said, "How well she sings !"
13. Indirect : The officer got angry and asked his clerk why he had disturbed him.
Direct : "Foolish", said the officer to his clerk, "Why have you disturbed me ?"
14. Indirect : He applauded him calling out that it was a good jump.
Direct : He cried out, "Bravo ! A good jump !"

Thus in changing exclamatory and optative sentences into the Indirect Form of speech, we find the following general Rules :

(a) Change the reporting verb into :

- (i) Wish, pray etc., in optative sentences and
- (ii) exclaim (with sorrow, fear, delight, etc.), cry out, applaud, regret, in exclamatory sentences.

10. Direct : "By Heaven," said he, "I know nothing about him."

Indirect : He swore that he knew nothing about him.

11. Direct : He said to me, "Cheer up, friend. Do not lose heart, every dark cloud has a silver lining."

Indirect : He encouraged me and advised me not to lose heart and reminded me that every dark cloud has a silver lining.

12. Direct : He said to me, "Will you help me?" I said, "Yes, gladly."

Indirect : "He asked me if I would help him, to which I replied that I would gladly do so

13. Direct : "What is this strange outcry?" said Socrates, "I sent the women away mainly in order that they might not offend in this way. Be quiet then, and have patience."

Indirect : Socrates inquired of them what that strange outcry was. He reminded them that he had sent the women away mainly in order that they might not offend in that way. He begged them therefore to be quiet and have patience.

14. Direct : "How pretty you are! said the fox to the crow", "I am sure so beautiful a bird must have a beautiful voice. Cheer up, my dear. Will you not sing me a few notes?"

Indirect : The fox praised the crow saying that it was a very pretty bird. He remarked that he was sure that so beautiful a bird must have a beautiful voice. Then, in an affectionate tone, he encouraged it to cheer up and asked it whether it would not sing him a few notes.

(b) Conversion from Indirect to Direct

1. Indirect : I enquired of him who he was.

Direct : I said to him, "Who are you?"

2. Indirect : The teacher bade the children to be silent.

Direct : The teacher said, "Children, be silent."

3. Indirect : The audience cried out with applause that it was an excellent speech.

Direct : The audience said, "Well spoken!"

4. Indirect : The teacher asked the boys if they had done their home task. The boys respectfully replied that they had.

Direct : Teacher : Boys, have you done your home task ?
Boys : Yes, Sir.

5. Indirect : Being much surprised to hear his grand-mamma speak of fear, Nelson told her that he had never seen fear and enquired of her what it was.
- Direct : "Fear ! grand-mamma," replied Nelson. "I never saw fear ; what is it ?"
6. Indirect : The mother asked Ben what he had got there. In reply to it, Ben told her that he had got a whistle.
- Direct : Mother : What have you got there, Ben ?
Ben : A whistle, mother.
7. Indirect : He wished his friend good morning and asked him how he was.
- Direct : He said to his friend, "Good morning ! How are you ?"
8. Indirect : He thanked me for my help and said that he could not have finished the work till the next day unless I had been there.
- Direct : He said to me, "Thank you for all your help. I could not have finished the work till tomorrow unless you were here."
9. Indirect : The teacher got angry and asked the student why he had disturbed the class in that way. He reminded him that he had told him before that when he was speaking, he should be silent.
- Direct : The teacher said to the student, "Foolish ! Why have you disturbed the class in this way ? I have told you before that when I am speaking, you should be silent."

Exercise 24

(For Class IX)

- A. Change the following into the Indirect form of Speech.
- (a) 1. The teacher said to the boy, "A prize will be given to the most diligent student."
2. "Thank you," said the horse to the man, "but I will not accept your kindness."
3. You said to my uncle, "I am going home neither today nor tomorrow."
4. "Go and post this letter but don't be long," she said to the maid.
5. "Who are you ? Why are you on the road so late in the night ?" said the constable to the stranger.
6. He said to me, "Do you find English a difficult language to learn ?"

7. The farmer said to his son, "Take pity on the beggar, give him a twenty-five paise coin and he will surely bless you."

8. "Is this the way to behave in the class?" said the teacher to the naughty boy.

9. She said, "May God bless you!"

10. The rich man said, "Ah! I am undone."

11. He said to his friend, "Please lend me your book."

12. They said, "What a beautiful scenery it is!"

13. The monitor said, "Let us go on a picnic."

14. The doctor said, "Take this medicine."

15. "March on," said the commander.

16. "Why did you take rice yesterday against my advice?" said the doctor.

17. "The earth is round," said the geography teacher.

(b) 1. The speaker said, "Ladies and gentlemen, the problem before us is very difficult and we have to think over it seriously."

2. I said to him, "By heaven, I have no intention of harming you. It is only a matter of chance that you have come to trouble."

3. The teacher said to the boy, "What an idiot you are! Have you come prepared with your lesson? Stand up on the back bench."

4. "Welcome," he said, "and be seated. It is my misfortune that I cannot rise to receive you. Now will you tell me what brings you at this late hour?"

5. "Do you really want work?" said the merchant. "Yes if you have any," said the boy.

"Then follow me and carry this box to my house," said the merchant.

6. Daffy said, "Is there no place in the world where one can be safe from Mr. Toil? How is it that he is present everywhere?"

7. The teacher said to us, "Boys, you come late so often. How is it? Be punctual or you will repent."

8. Wolf: You rascal! What do you mean by making muddy the water that I am drinking?

Lamb: Sir, how can I make the water dirty when you know that it is running from you to me?

9. Mother: Good morning, boy, there is some news for you today. Can you guess what it is?

Jack : I know, mother, you are going to take us all to London for a treat.

10. Portia said to Shylock, "Show mercy to Antonio and do not insist on taking flesh."

11. "Did you marry me to starve me?" she said, filled with anger.

12. "Please show me the way to the nearest hotel," said the passenger to the policeman.

(c) 1. Teacher : What is your name ?

Student : Rama, Sir.

Teacher : What do you want ?

Student : I want to attend your class, Sir.

2. "What brings you here?" said Mr. Sharma to me.

3. You say to the girl, "I shall help you tomorrow."

4. They will say, "We have finished it today."

5. He said to the Principal, "Pardon me, Sir."

6. The superintendent said, "Stop writing, the time is over."

7. Ram said to me, "Do not try to be too clever."

8. She said to me, "Were you ill yesterday?"

9. The monitor said to the class, "Let us go on a picnic."

10. I said to my friends, "Let me go now."

11. The policeman said to the traveller, "Why are you lying on the road?"

B. Change the following into the Direct form of Speech.

(a) 1. I told my brother that his friends were waiting for him.

2. They asked her why she was weeping.

3. The peon told me that I was wanted by the Principal.

4. He exclaimed with joy that his son had stood first.

5. The beggar requested me to take pity on him and help him with a fifty-paise coin.

6. The doctor asked the patient why he had not acted upon his advice.

7. I thanked him for his invitation but told him that I would not be able to attend the function as I was busy otherwise.

8. The Inspector ordered the mob to disperse at once.

9. The doctor suggested to the patient to take complete rest.

10. Raman asked his friends if they had seen his bicycle.

(b) 1. The teacher advised us to work hard and do our duty.

2. I asked him how he dared to disobey my orders and whether he did not deserve to be punished.

3. He asked me when I intended to leave for Mussoorie. I told him as that was the day of examination. I could not leave then but hoped to do so the next day.

4. The doctor asked the boy why he was still waiting there when he had already told him that he was so busy that he could not see him that day.

5. The traveller inquired of the peasant if he could tell him the way to the nearest inn. The peasant replied that he could and asked him whether he wanted one in which he could spend the night.

6. I asked him why he had stolen my watch and whether he was not ashamed of his conduct.

7. He wished his friend good morning and asked him how he was.

8. I asked the inn-keeper if he would give me lodging for the night.

9. I thanked him and told him that I would attend surely.

10. The poor boy requested the Principal respectfully to grant him full fee concession.

(c) 1. The captain applauded him saying that he had done well.

2. He proposed to his friends that they should make another attempt as success did not seem to be so far.

3. He forbade him to go into the deep water as the current was very strong there and he feared lest he should be carried away.

4. The spider enquired of the bee whether she would come to his house if he invited her.

5. An old fox thanked the speaker for his advice but asked him to explain why he kept his back so firmly against the stump of that tree.

6. He exclaimed that that was wonderful.

7. She welcomed the guest and requested him to sit down.

8. The father prayed that God might give wisdom to his son.

9. Antonio asked his friend why he was afraid.

10. He asked her if she would go to the temple. She replied in the negative and added that it was too late.

Exercise 25

(For X Class)

(A) Change into the Indirect form of Narration :

- (a) 1. Princess : Come here, little one ! where are all the people ?

Child : In the fields, harvesting !

Princess : Has your mother any milk ?

Child : Aye.

2. "Cast thy eyes eastward," said the angel to Mirza, "and tell me what thou seest," "I see," said Mirza. "a huge valley and a huge tide of water flowing through it."

3. "Can you come," said the chairman to me, "for interview at your own expense ?"

"No," said I, "the distance is long and I am out of pocket."

4. "Friend," said the holy man, "why are you full of sorrow ? God is merciful and has cure for every evil. Tell me the cause of your grief"

5. Mother : What have you got there, Ben ?

Ben : A whistle, mother.

Mother : How much did you pay for it ?

Ben : All the money, I had.

Mother : What ! Did you give all the money for this little thing ?

Ben : Yes, and I think, I have made a good bargain.

6. "Peace, foolish girl !" answered the king, "what have you to do with an affair like this ? Go, water thy plants and do not interfere in my affairs."

7. "Mary, will you go to see your friend during the holidays ?" said John.

"Yes, I will," replied Mary.

8. "Why can't we jump out of the back window," asked Bobby.

9. Mohan : Good morning, Lall ! How are you ?

Lall : I am quite well, thank you.

Mohan : Have you any money ?

Lall : Yes. Do you want some ?

(b) 1. An old woman was leading some donkeys in the street. A naughty boy said to her, "Good morning, mother of donkeys." She replied, "Good morning, my son."

2. "What brings you here ?" said the lady of the house "Do you have permission to come in ? Remember it is a private bungalow."

3. Mother : How have you done in the examination ?

Daughter : That is a question which I cannot answer here and now.

Mother : You must have some general idea of how you have done.

4. "Good morning, Mamma ! Did you sleep well last night ?" cried the child gaily, embracing her mother.

5. Headmaster : What's your name ?

Raja : My name is Raja, Sir.

Headmaster : Can you read and write, Raja ?

Raja : Yes, Sir, I can.

6 When Phatik came into the house, his mother saw him. She called out angrily, "So you have been hitting Makhan again ?"

Phatik answered angrily, 'No, I haven't.'

7. "May you live long !" said the beggar woman to the knight, "Go and you will meet a young maiden. Bring her with you and she will help you a lot."

8. "Welcome," he said, "and be seated." It is my misfortune that I cannot rise to receive you. Now will you tell me what brings you here at this late hour ?"

9. What presents shall I bring you ?" said the king to the three sisters. The eldest one said, "Please, bring me a fine silk gown." "I want a pretty necklace," said the second. "And what would Beauty like ?" said the kind father. "I should like a red rose," said Beauty.

10. "Child !" said Alladin's mother, "To whom are we indebted for this ?" "It does not matter, mother," said Alladin, "Let us sit down and eat. When we have finished our meal, I shall tell you."

(c) 1. "How have you come, girl ?" the queen enquired, "I am on a journey," replied the princess. "Come in then and rest," said the Queen.

2. The traveller said, "Can you tell me the way to the nearest inn ?" "Yes," said the peasant. "Do you want to spend the night there ?"

3. "What are you doing here ?" he asked, "Why have you left the town ?" "The Governor of the town has turned us out," said they.

4. She said to her husband, "Where has it come from ?" "You shall know all about it in good time," replied the husband.

5. The old man said, "My sons, remain united if you want to be strong ; and do not quarrel if you want to be happy "

6. "What are you doing, good old woman ?" said the

princess. "I am spinning, my pretty child." "Ah, how charming! Let me try if I can spin also."

7. "Have you among all the beasts a greater benefactor than we are?" asked a bee of a man.

"Yes, a much greater," replied he.

"And who is it?"

"The sheep; for his wool is necessary to us while your honey is only pleasant."

"Indeed!" exclaimed she.

8. Good morning, boy!" said their mother. "There is some news for you, today. Guess, what it is!" "I know, mother," said Jack, "you are going to take us all to London for a treat."

"No," answered the mother. "you are quite wrong. Your uncle has invited you to spend your holidays on the farm."

9. "What are you doing, Majid? If you do not attend to your lesson, I shall send you to the Headmaster and then you will be sorry. Look at the blackboard and don't let me catch you playing again."

10. "Forward, my men," the general cried, "and face the foe bravely. It is true that the enemies are more in number than we are but what of that!"

(B) Convert the following into the Direct form of Narration :

(a) 1. The father asked his son, Mohan if he would go with him to help carry the rations but his son refused.

2. The boy wrote to his master that he had received a letter from home saying that his mother was dangerously ill. He requested him, therefore, to grant him leave for a week.

3. The Headmaster forbade the boys ever to be late and advised them to work hard.

4. He said that his mother was just then absent from home but that I should not defer my visit on that account.

5. The teacher remarked that he was a great fool and ordered him to stand up on the back bench. He then asked him why he had been absent the previous day.

6. The emperor asked his men if they would serve his successor as faithfully as they had served him.

7. The teacher asked the boy if he had been present the previous day. The boy replied to him in the negative and requested him to excuse him as his mother had been ill.

8. The king asked his companion what help he could give him. The companion thanked him and said that he should only see that injustice was not done to him.

9. He asked her if she would care to go into the church but she said she thought it was too late and that it would not be quite nice to go in just at the end of the sermon.

10. The man was angry with his servant and inquired of him why he had again disturbed him in his sleep. He ordered him to leave his service.

(b) 1. The doctor asked the patient why he had taken rice the previous day against his instructions. He was doing a wrong thing to himself.

2. The traveller inquired of the peasant if he could tell him the way to the nearest hotel. The peasant replied to him in the affirmative.

3. He thanked me for my help and said that he could not have finished the work without my help.

4. I asked him how he dared to disobey me and whether he did not deserve to be ignored.

5. The mother advised her son not to go alone as the journey was long and through the forest.

6. I welcomed him and asked him if he would take hot drink or cold drink. He thanked me and replied to me that he would prefer a cup of hot tea.

7. The fox praised the crow saying that it was a very pretty bird. He remarked that he was sure that so beautiful a bird must have a beautiful voice.

8. One of the boys forbade the rest to fight and proposed that they should settle the case in the judge's court and told them that he would be the judge.

9. The king then asked him what he would do if the strangers brought the horses that he had paid for. The minister answered that he would, in that case, strike his majesty's name off the top of the list of fools and put the strangers' names there in its place.

10. Antonio asked his friend why he was afraid. He assured him that his ships would arrive a whole month before the money was to be paid.

11. The general told his mutinous troops that they had brought disgrace upon a famous regiment. He asked them why they had not laid their grievances before their own officers if they had any.

6

Use of Some Special Verbs —AUXILIARIES AND MODALS

INTRODUCTION to the Auxiliary Verbs has been made in the previous chapter. In this chapter, they are exhaustively dealt with.

Auxiliaries :

Auxiliaries are helping verbs. They are not the principal verbs. They help the principal verbs in giving sense of different kinds. Auxiliaries can be classified into three main categories :

(a) *Primary Auxiliaries* : The primary auxiliaries consist of three kinds :

(i) To Be : (*am, is, are, was, were*)

1. I *am doing* my work. (Continuous Tense)
2. The birds *were flying* in the air. (Continuous Tense)
3. The work *is done*. (Perfect Tense)
4. I *am to go* today. (to express an arrangement)

Note : 1. He is a teacher. 2. They *were* brothers.

(In these two sentences, *is* and *were* are used as principal verbs.)

(ii) To have : (*has, have, had*)

1. You *have done* your duty (Perfect Tense)
2. She *has been writing* an essay for an hour.
(Perfect Continuous Tense)

Note : 1. I *have* a car. 2. They *had* a house.

(In these two sentences *have* and *had* are used as principal verbs and not auxiliary verbs.)

(iii) To do : (*do, does, did*)

1. Do you *take exercise* regularly ?
2. She *does not reach* the school in time.
3. *Did* you help your friend ?

Note : 1. They *did* their duty.

2. She *does* her home task regularly.

(In the above sentences, *did* and *does* are principal verbs and not auxiliary ones.)

(b) *Modal Auxiliaries* :

1. She *cannot* solve this sum.
2. You *may* go now.
3. One *should* do one's duty.
4. They *must* finish their work in time.

In the above sentences, *cannot*, *may*, *should* and *must* are Modal Auxiliaries. Mode means the manner in which something is done. The modal auxiliaries help to express the possibility or certainty of a thing, one's duty or obligation or the permission of doing a thing.

The following are modal verbs or simply modals—*can*, *could*, *may*, *might*, *shall*, *will*, *should*, *would*, *ought*, *must*, *dare*, *need* and *used to*.

Can, Could

Can is a Principal Transitive Verb. The verb that follows it is really an infinitive (without to) ; as,

I *can* break—I can (to) break.

It is used :

- (a) to denote ability ; as,
 1. I *can* solve these sums.
 2. He *could* read the 'The Tempest'.
- (b) to express permission ; as,
 1. You *can* leave the hall.
 2. Your friend *can* stay with me.

Could is sometimes used as a more courteous form of request ; as,

1. *Could* you tell me the way to the nearest inn ?
2. *Could* you deliver this message to him ?

May, Might

May is used in the present tense to express

- (a) Possibility ; as,
He *may* go tomorrow.
- (b) Permission ; as,
You *may* take this book.
- (c) Wish ; as,
May he get success in life !
- (d) Purpose ; as,
We work that we *may* get through the examination.

N.B.—*Might* is the past tense of *may*.

Shall, Will

Shall is used :

1. With 1st person *singular and plural* to express simple futurity.

It acts as an auxiliary to form the future tense ; as,

(a) We *shall be* at home at five.

(b) I *shall* leave for Agra tomorrow.

2. With *2nd* and *3rd* persons, as a verb of independent meaning to express :

(i) *Command* ; as,

(a) You *shall* do it now.

(b) The teachers *shall* complete their registers today.

(ii) *Promise* ; as,

(a) You *shall* be rewarded if you stand first.

(b) He *shall* get a rupee for this work.

(iii) *Treat* ; as,

(a) He *shall* be taken to task if he remains irregular.

(b) You *shall* be turned out of the class.

(iv) *Determination* ; as,

(a) He *shall* finish the work in an hour.

(b) You *shall* do this work before you go home.

3. With *1st* and *3rd* persons in interrogative sentences as in assertive sentences : as,
Shall we come tomorrow ?

Will is used :

1. As an *auxiliary verb*, it expresses simple futurity when it is used in the *2nd* and *3rd* persons ; as,

(a) He *will* find it soon.

(b) You *will* come back in a jiffy.

2. As a *Principal Verb*, when it is used in the *1st* person. It denotes :

(i) *Determination* ; as,

I *will* punish him.

(ii) *Promise* ; as,

I *will* give you a pen if you solve this problem.

(iii) *Wish or willingness* ; as,

We *will* stand by him in trouble.

3. With *II* and *III* persons in Interrogative sentences as in Assertive ; as,

- (a) *Will* you come in the evening ?
- (b) *Will* he say it on oath ?
- (c) *Will* you lend me your pencil ?

Note : The question is converted into a polite request as shown in the sentence (c).

Remember : *Will* is not used with the first Person in Interrogative sentences.

Should, Would

Should is the past tense of *Shall*. It is used :

1. As an auxiliary to express the *Future Past* ; as,
I said that I *should* grow powerful in time.
2. To express obligation ; as,
You *should* take care of your health.
3. To form the subjunctive mood after the words *if, lest* ;
as,
If I *should* meet him, I will teach him a lesson.
4. Instead of *shall* to make a polite request ; as,
I *should* feel obliged if you would help me.

Would is the past tense of *will*. It is used

1. As an auxiliary to express the *Future Past* ; as,
You said that you *would* help me in difficulty.
2. To express wish ; as,
Would that I were a millionaire !
3. To make a polite request ; as,
Would you please lend me your pen ?
4. To form subjunctive equivalent ; as,
I would play if I *would* try, but I have no mind for it.
5. To express a determination ; as,
Ahmed *would* not do it. (Ahmed is determined not to do it).

Ought, Must

Ought is used to express :

- (a) Obligation or duty ; as,
We *ought* to obey our parents.
He *ought* to have attempted all the questions.

- (b) A strong probability ; as,
He was quite gentle. He *ought* to have behaved well.

Must is used to express :

1. *Command* ; as,
You *must* finish the work in time.
2. *Certainty* ; as,
Shila *must* have crossed the river.
3. *Determination* ; as,
I *must* save the drowning child.
4. *Necessity* ; as,
The sick man *must* be confined to bed.
5. *Moral obligation* ; as,
We *must* be respectful to our elders.

Dare

1. When the verb *dare* means *to venture* or *have courage*, it does not take the infinitive 'to' in sentences which are either Negative or Interrogative ; as,

1. *Dare* not touch the wire.
2. *Dare* he do it.
3. He *dared* not refuse me his help.

Remember : *Dare* is used instead of *dares* for the third person singular in the Present Indefinite tense, as shown in sentence (2).

2. When the verb *dare* means *to challenge* or *defy*, it takes infinitive 'to' after it ; as,

1. Sohrab *dared* Rustam *to* fight a duel.
2. The tortoise *dared* the hare *to* run a race.
3. I *dare* him *to* compete with me.

Need

Need is used :

1. As an Auxiliary verb, it expresses *necessity* or *obligation*. It does not take the infinitive 'to' after it in the Negative or in the Interrogative sentences ; as,

1. *Need* I study here ?
2. He *need* not go to the doctor today.

Remember : The subject of the third person, singular number takes 'need' and not 'needs' in the Present Indefinite tense as shown in sentence (2).

2. As a Principal verb, it means 'to require' or 'to stand in need of' and forms all its tenses.

1. I do not *need* your help.
2. The poor woman *needed* money.
3. You *will need* my help near the examination.

Used to

'Used to' expresses something that was usual or habitual in the past ; as,

- (i) I *used to* work in this factory but I don't work here now.
- (ii) I *used to* go out for a walk daily when I was at school.
- (iii) He is *not used to* hard work. (habit)

(iii) Causative Modals

When a thing is caused to be done by others, the helping verb thus used is called a Causative Modal.

Some Important Causative Modals

- Have : (i) I shall *have* my shoes *polished*.
 (ii) We *had* our house *white washed*.
- Get : (i) *Get it done*, please.
 (ii) I *got* the letter *written*.
- Make : (i) I *made* him *obey* my order.
 (ii) I shall *make* him *feel* its necessity.
- Cause : (i) I *caused* him to *go* about his business.
 (ii) I shall *cause* him to *finish* this work in time.
- Let : (i) I *let* him *do* it.
 (ii) *Let* him *relate* the story
- Bid : (i) I *bade* him *give up* smoking.
 (ii) Will you *bid* him *get up* early in the morning ?
- Help : (i) *Help* him *cross* the road.
 (ii) I shall *help* you to finish your work.

Common Errors in the Use of Auxiliary Verbs and Modals :

- | Incorrect | Correct |
|---|---------------------------------------|
| 1. Will we come tomorrow ? | Shall we come tomorrow ? |
| 2. Shall you help me ? | Will you help me ? |
| 3. You will be turned out of the class. | You shall be turned out of the class. |
| 4. He can go tomorrow. | He may go tomorrow. |
| 5. He died that others may live. | He died that others might live.. |

Incorrect	Correct
6. I shall stand by my brother in his trouble.	I will stand by my brother in his trouble.
7. One would take care of one's health.	One should take care of one's health.
8. Students ought respect their teachers.	Students ought to respect their teachers.
9. He dares not to abuse me.	He dare not abuse me.
10. I will be drowned and nobody shall save me.	I shall be drowned and nobody will save me.
11. If she will come to me, I shall help her.	If she comes to me, I shall help her.
12. He need not to go to the doctor.	He need not go to the doctor.
13. Had you worked hard, you will have passed.	Had you worked hard, you would have passed.
14. I made him to put out the lamp.	I made him put out the lamp.
15. Get this book be published in time.	Get this book published in time.
16. He said that he will do it.	He said that he would do it.
17. They worked hard lest they would fail.	They worked hard lest they should fail.
18. I will be obliged to you.	I shall be obliged to you.
19. I dared Mohan fight a duel.	I dared Mohan to fight a duel.
20. He does not need be helped.	He does not need to be helped.

Exercise 26

(For IX Class)

I. Use, shall, will, should, would, ought, may, might, must, make, get, have, bid, let, dare in the blanks as required :

- Students——obey their teachers.
- Had I got money, I——have helped him.
- I come in, sir ?
- How——you disobey me ?
- He——to have come by this time.
- I——be drowned and no one——save me.
- We——to be grateful to our benefactors.
- You——be rewarded if you stand first.
- Duty——be done.
- I——punish the naughty boy.

II. Make corrections :

- I shall get it do.

2. Will you have your house paint ?
3. Shall you please lend me your pen ? (A polite request)
4. You ought have worked hard.
5. Can I go now ? (Permission).
6. One will control one's temper.
7. You will leave the house at once.
8. Work hard lest you may fail in the test.
9. Shall you kindly grant me leave for one day ?
10. Bid him to help me.

III. (a) Fill in the blanks with Auxiliary Verbs given in brackets :

1. A time——come when you——hear me. (shall, will)
2. I pray that he——succeed. (shall, may)
3. You——to do your duty. (should, ought)
4. Everyone——die. (must, ought, to)
5. You——not worry about me. (need, would)
6. He——not be told. (need, dare)
7. How——you call her names ? (need, dare)
8. You——take care of your health. (would, should)
9. There is a rumour that elections——be held as scheduled.
(will, would)
10. He go tomorrow. (can, may)

Exercise 27

(For X Class)

I. Fill in the blanks with suitable Auxiliary Verbs :

1. Had you worked hard, you———have passed the examination.
2. Run fast lest you———miss the train.
3. He———respect his teachers.
4. I shall———it done.
5. We———our students do their work regularly.
6. I———my shoes polished in the morning.
7. ——him write a letter to his brother.
8. ——him finish his work first.
9. How———you enter the Principal's office without permission.
10. You———see the doctor now. You need to have an appointment.

II. Make corrections :

1. Had you worked hard, you will have passed.
2. He may enter college next year.
3. He dares not call me names.
4. Shall you please help me to carry this box ? (Request)
5. Will we come tomorrow ?
6. He said that he will do it.

7. He need not to go there.
8. The teacher made me done all the sums.
9. The juggler caused all of us laugh.
10. Walk carefully lest you should not stumble.

III. Fill in the blanks with suitable Auxilliary Verbs given in the brackets.

1. You——go home after the school ? (will, should)
2. Who——hold a fire in his hand ? (can, will)
3. The mother said to her son, “——you prosper !” (might, may)
4. Students——respect their parents. (should, must)
5. You——to take care of your health. (ought, should)
6. He——go home tomorrow. (permission) (can, may)
7. ——this work done in time. (make, get)
8. I——be drowned and nobody——save me. (will, shall)
9. You——have foreseen the consequences of your doing. (may, might)
10. Though I———die, I———not submit to it. (will, may)

IV. Fill in the blanks with suitable words given below :

May, should, can, will, need, ought, done, let, bade.

1. ——me go now, please.
2. He——to serve his parents in old age.
3. We——obey our teachers.
4. He——me shut the door.
5. ——God bless you !
6. ——you rather have tea or coffee ?
7. I——do this work single-handed.
8. You——not go now.
9. How——you abuse me ?

7

Structure of Clauses

THE NOUN, THE ADJECTIVE AND THE ADVERB

WE have already learnt that a Complex sentence consists of one **Principal clause** and one or more **Subordinate clauses**. The Principal Clause makes complete sense by itself and does not depend for its meaning on another clause. It is of independent nature. But the subordinate clauses depend for their meanings on the Principal clause. The subordinate clauses are of three kinds.

1. The Noun Clause.
2. The Adjective Clause.
3. The Adverb Clause.

1. The Noun Clause

A **Noun Clause** is one that does the work of a Noun. It can, therefore, be :

1. **Subject to a Verb** ; as,

That the earth is round is clear beyond doubt.

Note : (i) In the above sentence, '*It is clear beyond doubt*' is the Principal clause and '*that the earth is round*' is a Noun Clause. The whole noun clause should be treated as one word. It does the duty of '*it*' which is understood in the Principal clause. '*It*' functions as subject in the Principal clause. Therefore, the Noun clause is subject to the Verb '*is*' in the Principal Clause.

- (ii) If a Subordinate clause answers the question '*what*' ? placed before the main or nearest Verb, it is a **Noun Clause** (Subject to the Verb)

- 2 **Object to a Verb** ; as,

I know *where he lives*.

Note : In the above sentence '*I know*' is the Principal Clause and '*where he lives*' is a Noun Clause. The whole Noun Clause does the duty of an Object to the Verb '*know*' in the Principal Clause. It is an answer to the question '*what*' ? placed after the verb '*know*' in the Principal Clause.

Thus if a Subordinate clause serves as an answer to the question 'what?', placed after the main or nearest Verb, it is a **Noun clause** (Object to the Verb).

3. Object to Participle ; as,

Learning *that my friend had met with an accident*, I at once called in the doctor.

Note : In the above sentence '*Learning*' I at once called in a doctor' is the Principal clause and *that my friend had met with an accident* is a Noun clause. The whole Noun clause does the function of an object to the Participle '*Learning*'. It is an answer to the question 'what?' placed after the Participle '*Learning*'.

Thus if a subordinate clause answers the question 'what?' placed after the Participle, it is a **Noun clause** (Object to the Participle).

4. Object to an infinitive ; as,

I desire to know *whether my brother would succeed in the examination*.

Note : In the above sentence, '*I desire to know*' is the principal clause and, '*whether my brother would succeed in the examination*' is a Noun clause. The whole Noun clause serves as an object to the infinitive '*to know*' in the Principal clause. It is an answer to the question 'what?' placed after the infinitive '*to know*'.

Thus if a subordinate clause serves as an answer to the question 'what?' placed after the infinitive in the Principal clause, it is a **Noun clause** (Object to the Infinitive).

5. Object to a Preposition ; as,

(a) You should believe in '*what I say*'.

Note : In the above sentences, *You should believe in* is the principal clause and '*what I say*' is a Noun clause. The whole Noun clause answers the question 'what?' placed after the verb and preposition '*believe in*'. It is governed by the Preposition '*in*'.

Thus a Subordinate clause governed by a Preposition, is a **Noun Clause** (Object to the Preposition).

6. Complement to a Verb : as,

He is *what I had made him*.

Note : In the above sentence '*He is*' is the principal clause and '*what I have made him*' is a Noun clause. The Principal clause does not make complete sense as the Verb '*is*' is a verb of incomplete predication. It makes complete sense

when the Noun clause is added to it. Moreover the Noun clause answers the question '*what*?' placed after the verb of incomplete predication. So the Noun clause functions as a complement to the verb of incomplete predication.

Thus when a Subordinate clause does the duty of a complement to a verb of incomplete predication, it is said to be a **Noun clause (Complement to the Verb)**.

7. In apposition to a Noun or Pronoun ; as,

- (a) The news *that our school has won the match* is true.
- (b) It is certain *that he will win the prize*.

In the first sentence, '*the news is true*' is the Principal clause, and '*that our school has won the match*' is a Noun clause. The whole Noun clause is in apposition to '*News*'. It means that the Noun clause explains or adds to the meaning of '*News*'. The case of '*News*' is the same as that of the Noun clause. In sentence (b) the Noun clause is an apposition to '*It*' in the Principal clause.

Thus when a Subordinate clause is in apposition to a Noun or a Pronoun, given in the Principal clause, it is said to be a **Noun clause (case in apposition to that Noun or Pronoun)**.

(i) Connectives of the Noun Clause

A Noun clause is introduced by the following **Connectives** :

1. The Conjunction '*that*' ; as,

- (a) I never thought '*that*' he would fall.
- Sometimes '*that*' is understood ; as,

- (b) I know (that) you are in the wrong.

2. The Conjunction '*if*' in the sense of '*whether*' ; as,

- (a) He asked me '*if*' (whether) I would help him.

3. A Relative or Interrogative Pronoun having no antecedent ; as,

- (a) I want to know *who* has stolen my book.
- (b) I could not understand *what* he said.

4. A Relative or Interrogative Adverb without any antecedent ; as,

- (a) I asked her *why* she did not help me.
- (b) *When* he would return is not known to me.

Noun : Mark the Noun clause in each of the following sentences :

- (a) She was confident *that she would win the prize*.
- (b) I am afraid that *something is wrong with him*.
- (c) He was anxious *why his son was late*.

In the first sentence, '*that she would win the prize*' is a **Noun**

clause—case in apposition to the Noun '*fact*' which is understood. Thus it would read : She was confident of the fact that she would win the prize.

Similar is the case with other sentences. But some grammarians think that it is a Noun clause-object to the Verb phrase '*was confident*'. The Verb phrases consisting of Verbs '*to be*' and certain Adjectives are considered to be transitive Verbs. So, in the above sentences, the clauses in italics should be regarded as Noun clauses—object to Verb phrases which are taken as Transitive Verbs.

So both the opinions should be considered to be right.

Exercise 28

1. Pick out the Noun clauses and state the function of each clause :

(For IX Class)

- (a) 1. How he has become successful is a mystery to me.
2. I do not believe in what he says.
3. He does not understand how it all happened.
4. We are desirous that you should succeed.
5. Please listen to what I say.
6. It is not certain if he will come at all.
7. Hearing that he had stood first in the B.A. Examination, I went to congratulate him.
8. I cannot understand how the earth revolves round the sun.
9. It seems that it would rain today.
10. When the war will end, no one can say.
11. Can no one tell me what she sings ?

(For X Class)

- (b) 1. What is one man's meat is another man's poison.
2. He tried to do what his companions could not do
3. "All the world is a stage", said the old man.
4. The news that he has stood first is true.
5. He stood there asking when the train was timed to depart.
6. Things are not what they seem.
7. I want to know why he went there.
8. Be careful about what he has said.
9. He is sure that he will get through the examination.
10. Your officer's report is that you neglect your duty.
11. Knowing that everything can happen, you should be prepared for the worst.

2. Supply suitable Noun clauses

(For IX Class)

- (a) 1. He promised — — —

2. It all depends on-----
3. -----is a secret.
4. The saying that-----should not be forgotten.
5. Ask him-----

(For X Class)

- (b) 1. She is anxious to know-----
2. Let us see-----
3. I want to know why-----
4. He is-----
5. I should not believe in-----
6. My ambition was-----

(ii) The Adjective Clause

We already know that an **Adjective Clause** does the work of an **Adjective**. It qualifies or adds to the meaning of a **Noun** or a **Pronoun** going before it in the **Principal clause** ; as,

(a) All *that glitters* is not gold.

(b) I know that place *where he was born*.

Connective of the Adjective clause :

An **Adjective clause** is introduced :

(a) *By a Relative Pronoun used in restrictive (defining) sense ;*
as,

(Relative Pronoun : who, whom, whose, which, that, as but).

1. He *who burns most* shines most.

2. Such boys *as do not work hard* fail in examination.

Note : 'As' used after *such* and *same* is a Relative Pronoun.

3. There was none *but wept*. (Who did not weep).

4. They elected him monitor *than whom no better candidate could be found in the class*.

Note : In the above sentence, mark the use of *than* before a Relative Pronoun.

(b) *By a Relative Adverb used in a defining sense ;* as,

Note : Relative Adverbs are :

(when, where, whence, why, how, etc.)

1. The day *when he was born* is known to me.

2. Tell me the place *where he lives*.

3. I do not know the reason *why he did it*.

(a) *Sometimes the Relative Pronoun or Relative Adverb is not expressed ;* as,

1. This is the pen (*that*) I want.

2. The reason (*why*) *I have come* is known to you.

(b) *When Relative Pronouns and Relative Adverbs are used in a continuative sense, they do not qualify the Nouns or Pronouns to which they refer but simply add new facts. Then they introduce co-ordinate clauses and not Adjective ones ; as,*

1. I met a boy who (=and he) broke this sad news to me.
2. I gave a good reward to the player who (=and he) felt very happy.
3. He set free the bird which (=and it) flew away at once.

Exercise 29

I. Pick out the Adjective clauses and say which Nouns or Pronouns they qualify.

(For IX Class)

- (a)
1. The man who helped you was my friend.
 2. God helps those who help themselves.
 3. The reason why he failed is not known to me.
 4. I cannot do the work which you cannot do.
 5. I know the boy who has been caught copying in the examination.
 6. There was none but mourned the death of the hero.
 7. We do not know the right time when the function will begin.
 8. He could not answer the question, I asked him.
 9. He laughs best who laughs last.
 10. They never fail who fall in a good cause.

(For X Class)

- (b)
1. Uneasy lies the head that wears the crown.
 2. Such men as play false with their friends should be avoided.
 3. We saw a scene than which a more beautiful sight can never be seen in the world.
 4. Muscular Atrophy is a disease for which there is no remedy.
 5. He explained to me the method how he passed.
 6. The boy whom the teacher punished was making a noise.
 7. The plan you propose is a very good one.

II. Supply suitable Adjective clauses to the following :

(For IX Class)

- (a)
1. I know the time———
 2. The place———has been found out.
 3. Such people———are liked by all.

4. It is an ill wind-----

(For X Class)

- (b) 1. No one can tell the reason-----
 2. Will you return the books-----
 3. Is this the way-----?
 4. There was none-----

2. Make Adjective clauses from the italicised words in the following sentences :

1. People *living in glass houses* should not throw stones at others.
2. A man of *hard working nature* is liked by all.
3. Do you know *his dwelling place* ?
4. I cannot understand *the reason of his failure*.
5. The road *leading to New Delhi* is not very wide.
6. The patients *suffering from chronic diseases* lead an unhappy life.
7. The gates of heaven are open to the people *having faith in God*.

(iii) The Adverb Clause

We have already seen that an Adverb clause is a subordinate clause which does the work of an Adverb.

It modifies a verb, an Adjective or an Adverb in the principal clause. It may show :

1. Time. 2. Place. 3. Condition. 4. Cause or Reason.
 5. Purpose. 6. Result or Effect. 7. Comparison. 8. Contrast or Concession. 9. Manner. 10. Extent.

1. Adverb Clause of Time

Adverb Clauses of time are introduced by the subordinate conjunctions—*when, so long as, whenever, while, after, before, since, as long as, as soon as, no sooner, till, until*. They show time (answering the question) 'when ?' as,

1. *When the cat is away*, the mice will play.
2. *Lock before* you leap.
3. *No sooner did the guard wave the green flag* than the train started.
4. Wait here *till I come*.

(Time)

2. Adverb Clause of Place

Adverb Clause of Place are introduced by the subordinate conjunctions—*where, wherever, whence, whether*. They show place (answering the question) 'where ?' ; as,

1. *Where there is a will, there is a way.*
2. He can go *wherever he likes.*

(place)

3. Adverb Clause of Condition

Adverb Clauses of Condition are introduced by the subordinate conjunctions—*if, whether, unless* ; as,

1. *If you work hard* you will stand first in the examination.
2. He cannot be in the good books of his master *unless he works hard.*
3. You should report the matter to your officer at once *in case you find something wrong.*
4. *Had I been there,* I would have helped him.

(Condition)

4. Adverb Clause of Cause or Reason

Adverb Clauses of Cause or Reason are introduced by the Subordinate Conjunctions—*because, as, since, that.* They show *cause* or *reason* answering the question 'why' ? ; as,

1. He can buy justice *because he is rich.*
2. *As he was feeling out of sorts,* he did not go to school.
3. He was much delighted *that I had stood first in the class.*

(Cause or Reason)

5. Adverb Clause of Purpose

Adverb Clauses of Purpose are introduced by the Subordinate Conjunctions—*that, so that, in order that, lest, who* ; as,

1. Work hard *so that you may top the list of successful candidates.*
2. Take an umbrella with you *lest you should get wet.*

(Purpose)

6. Adverb Clause of Result or Effect

Adverb Clauses of Result or Effect are introduced by the Subordinate Conjunction—'*that*' often preceded by *so* or *such* in the Principal Clause ; as,

1. He worked so hard *that he stood first.*
2. He is so honest a man *that everybody trusts him.*

(Result or Effect)

7. Adverb Clause of Comparison

Adverb Clauses of Comparison are introduced by the Subordinate Conjunctions—*than, as much as, no less than, no more than, as—as, as,*

1. He is more intelligent *than I (am).*
2. She is not so clever *as you think.*

(Comparison)

8. Adverb Clause of Concession or Contrast

Adverb Clauses of Contrast or Concession are introduced by the Subordinate Conjunctions—*though or although, even if, however, whatever, whichever, notwithstanding that, all the same, admitting or granting that*; as,

1. *Though he is poor*, yet he is honest.
2. *However hard you may try*, you cannot succeed
3. He is not on good terms with me, *all the same I shall help him.*
4. *Sweet as the fruit was*, I did not like it.

(Contrast or Concession)

9. Adverb Clause of Manner

Adverb Clauses of Manner are introduced by the Subordinate Conjunctions, —*as, just as, even as, as if, as though, according as*; as,

1. *As you sow*, so shall you reap.
2. He talked *as if he were mad.*

(Manner)

10. Adverb Clause of Extent

Adverb Clauses of Extent are introduced by the Subordinate Conjunctions, *the—as far as, so far as, the more*, as,

1. *The higher you go*, the cooler it is.
2. There was water all round *as far as the eye could reach.*

(Extent)

Exercise 30

1. Pick out the Adverb Clauses in the following sentences and state the function of each clause :

(For IX Class)

- (a) 1. When I went to his house, he was busy with his work.
2. We work so that we may pass.
3. The more work you put in, the better marks you will get.
4. Since you apologise to me, I forgive you.
5. Walk carefully lest you should fall down.
6. Fools rush in where angels fear to tread.
7. Even if you fail, you should not despair.
8. Although he is on the wrong side of seventy yet he is hale and hearty.
9. Speak loudly so that all may hear.
10. At Rome, we must do as the Romans do.

(For X Class)

- (b) 1. I shall wait here till you return.
2. He ran so fast that he stood first in the race.

3. Prove a friend before you trust him.
4. As you sow so shall you reap.
5. The moment I reached there, I had a talk with him.
6. If I had had money I would have helped him.
7. Greedy as he is, he cannot be accused of meanness.
8. Delhi is not so big as Calcutta.
9. However hard it may rain, I shall go there.
10. A man was sent who should warn them of the danger.

2. Supply suitable Adverb Clauses :

(For IX Class)

- (a) 1. I went there.....
2.than the peon rang the bell.
3.yet he can work for six hours at a stretch.
4. Make hay.....
5. The bell had rung.....

(For X Class)

- (b) 1. Bipin is not so intelligent.....
2.the sweeter it will be.
3. Do in Rome.....
4.I would have failed.
5. However.....you cannot succeed.

Some Typical Examples

1. When

- (a) I do not know *when he will come*. (Noun clause)
- (b) I do not know the time *when he will come*. (Adjective)
- (c) I shall see you *when he is away*. (Adverb of time)
- (d) He cannot succeed *when (=since) he does not intend to work hard*. (Adverb to Reason)
- (e) I reached the school at 8 A.M. *when (=and then) I began to study*. (Co-ordinate)

2. Where

- (a) I remember *where he lives*. (Noun)
- (b) I remember the place *where he lives*. (Adjective)
- (c) Do not go to that place *where (=because there) firing is going on*. (Adverb of Reason)
- (d) *Where there is a will there is a way*. (Adverb of Place)
- (e) They entered the hall *where (=and there) they were given a grand feast*. (Co-ordinate)

3. That

- (a) The teacher taught us *that the earth is round*. (Noun)
- (b) The book *that is lying on the table is mine*. (Adjective)
- (c) We work hard *that we may pass*. (Adverb Clause of Purpose)

- (d) He worked so hard *that he stood first*. (Adverb—Result)
 (e) I am glad that you have done your duty. (Adverb—Reason)

4. Who

- (a) I cannot tell *who won the first prize*. (Noun)
 (b) He who *speaks the truth* is liked by all. (Adjective)
 (c) We have selected Bipan *who (=because he) is the most intelligent student in the class*. (Adverb—Reason)
 (d) A messenger was sent *who (=so that he) should warn them of the danger*. (Adverb—Purpose)

5. How

- (a) Do you know how *he has passed the examination*? (Noun)
 (b) I can tell you the way *how he has solved this sum*. (Adjective)

6. Why

- (a) I do not know *why he has failed*. (Noun Clause)
 (b) I do not know the reason *why he was failed*. (Adjective)

7. If

- (a) I asked him *if he would help me*. (Noun)
 (b) *If you apply yourself heart and soul to your work*, you will be successful. (Adverb)

8. As

- (a) I do not like such people *as are selfish*. (Adjective)
 (b) *As you sow*, so shall you reap. (Adverb—Manner)
 (c) He is as hard working *as his brother*. (Adverb—Comparison)
 (d) *Sweet as the fruit was* I did not like it (Adverb—Contrast)
 (e) *As he was unwell*, he could not go to school. (Adverb—Reason)
 (f) *As I reached there* I found him absent. (Adverb—Time)

9. Which

- (a) I cannot decide *which of the two is the better*. (Noun)
 (b) The pen *which is given to me* is very fine. (Adjective)

10. Whatever

- (a) You can take *whatever you like*. (Noun)
 (b) I shall not waver in my decision *whatever may happen*. (Adverb—Contrast)

11. But

- (a) He is rich *but he is not happy*. (Co-ordinate Clause)
 (b) There was none *but wept* (who did not weep). (Adjective)

12. While

- (a) A quarrel arose *while we were playing*. (Adverb of Time)
 (b) Bipin is dull-headed *while (=and) his sister is intelligent*.
 (Co-ordinate)

Exercise 31

(For IX Class)

I. Pick out the Noun, Adjective and Adverb clauses :

- (a) 1. The master asked the servant if tea was ready.
 2. He ran fast in order that he might catch the train which was going to start at the right time.
 3. Things are not what they seem.
 4. The place where he was born is known to me as I have been to that place many a time.
 5. God helps those who help themselves.
 6. As soon as he came to me, he informed me that a huge building had been burnt to ashes.
 7. My friend told me that he would not go to school because his mother was seriously ill.
 8. Tell me when you will come.
 9. When I reached there, I found that my friend whom I wanted to see had gone to Calcutta.
 10. Let us see which way the wind blows.

II. Pick out the Noun, Adjective and Adverb clauses giving the function of each clause :

- (a) 1. Attend to what your teachers say.
 2. Hoping that he would help me, I went to him.
 3. The news that he has stood first is a happy one.
 4. I am sure that he will come.
 5. I asked the teacher how the earth revolves round the sun.
 6. It is true that he has been murdered.
 7. How he has passed the examination is a mystery to me.
 8. You will succeed because you work hard.
 9. You cannot top the list unless you struggle hard.
 10. The friend whom I trusted has deceived me.
- (b) 1. All that glitters is not gold.
 2. She is more intelligent than her sister.
 3. There was sand all round as far as the eye could reach.

4. He laboured so hard that he reached the top.
5. He is as careless as he is dull.
6. I know where he lives.
7. I know the place where he lives.
8. No sooner did he reach the railway station than the train steamed off.
9. He that burns most shines most.
10. Wait for me until I come.

III. Supply clauses as directed :

1. _____ yet he is honest. (Adverb)
2. He ran so fast _____. (Adverb)
3. All _____ is not gold. (Adjective)
4. Do you know _____. (Noun)
5. He says _____. (Noun)
6. God helps those _____. (Adjective)
7. He knows the place _____. (Adjective)
8. Let us see _____. (Noun)
9. We shall wait _____. (Adverb)
10. Work hard _____. (Adverb)

IV. Add clauses by using the following :

that, what, which, that, however, than, if, why, that, but.

1. He promised _____
2. He is _____
3. No one can tell the reason _____
4. Will you act upon the advice _____
5. Uneasy lies the head _____
6. _____ you cannot succeed.
7. He is more intelligent _____
8. _____ I would have helped him.
9. There was none _____
10. He is so mean _____

Exercise 32

(For X Class)

I. Pick out the Noun, Adjective and Adverb Clauses :

1. Although she did not look behind, she felt sure that some one was pursuing her.
2. How he had reached the top is a mystery to me.
3. Tell me what you want in this matter as I shall not be here tomorrow.
4. If we would recollect that we are living among men who are imperfect by nature, we should not be in a fear when we find out our friends' failings.
5. Greedy as he is, he cannot be accused of meanness of which you have accused him.

6. When the Governor found out why the bell had rung he ordered justice to be done to the horse.
7. I will give you no more money till I see how you use what you have.
8. I am of the opinion that you should help him.
9. Do in Rome as the Romans do.
10. The boy was sent who should warn them of the danger.

II. Pick out the Noun, Ajective and Addverb Clauses giving the function of each clause :

- (a)
1. As you sow, so shall you reap.
 2. Although he is on the wrong side of seventy yet he can walk five kilometres at a stretch.
 3. You cannot compete with him however hard you may try.
 4. It is a common saying that success depends upon luck which is God's gift.
 5. When men do not get what they want, they often say that grapes are sour.
 6. The judge decided that he would not give his judgement until he had examined all the evidence, the witness had given.
 7. If you live in our village, I am sure, you will understand why we, who are villagers, are so much afraid of tigers.
 8. If you ask me why God made the gem so small, I should say that he wished mankind to set a high value on it
- (b)
1. Although he knows that he is what I have made him yet he will not act upon what I advise him to do.
 2. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.
 3. However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising
 4. The only answer I made was one which showed how ashamed I was of what I had done.
 5. We, who are fortunate enough to live in this advanced century, hardly realise how our forefathers suffered from the belief that the devil really existed.
 6. Let us decide in which way we should go as the sun is setting
 7. Whenever he heard the question, the old man who lived in that house answered that the earth moves round the sun.
 8. I know why he has gone away.
 9. I know the reason why he has gone away.

10. As you sow, so shall you reap.
11. He cannot succeed when he does not intend to work hard.

III. Supply clauses as directed :

1. _____ is quite true. (Noun)
2. Those _____ should not throw stones at others. (Adjective)
3. _____ so that you may get first division. (Adverb)
4. _____ so shall you reap. (Adverb)
5. The fact _____ is known to all. (Noun)
6. I saw a boy _____. (Adjective)
7. _____ than the peon rang the bell. (Adverb)
8. It all depends on _____. (Noun)
9. My ambition is _____. (Noun)
10. I cannot do the work. (Adjective)

IV. Add clauses by using the following :

that, what, how, why, as, which, who, whom, whose, no sooner, if, unless, until, where, so that, although, because, as if, as long as.

- (a)
 1. The student worked so hard.....
 2. We were certain.....
 3. He could not answer.....
 4. Do you know the place.....
 5. You will not be pardoned.....
 6. _____ than he took to his heels.
 7. Nobody can harm you.....
 8. Wait for me.....
- (b)
 1. The girl _____ has won the prize.
 2. _____ yet he could not catch the train.
 3. Such people _____ are admired by all.
 4. _____ we grow wiser.
 5. The scientist discovered.....
 6. The student _____ has complained to the Principal.
 7. We eat.....

A. Transformation of Sentences

B. Voice—Active and Passive

A. Transformation of Sentences

Study the following sentences :

- A. Everyone loves me. (Positive)
 (a) Nobody hates me. (Negative)
 B. What a beautiful picture ! (Exclamatory)
 (b) It is a very beautiful picture. (Assertive)
 C. Mr. John is rich enough to buy this car. (Simple)
 (c) Mr John is so rich that he can buy this car. (Complex)
 D. He loves me. (Active)
 (d) I am loved by him. (Passive)

In the above, the sentences *a, b, c, d*, have the same meanings as the sentences A, B, C, D, but they have different grammatical forms. This changing of the form of sentences without changing their meaning is called *Transformation of Sentences*.

1. By Interchanging the Affirmative and the Negative :

Patterns :

- Affirmative—Veena is more intelligent than Kiran.
Negative—Kiran is not so intelligent as Veena.
- Affirmative—I crossed the river.
Negative—I did not fail in crossing the river.
- Affirmative—Only a fool will waste his time.
Negative—None but a fool will waste his time.
- Affirmative—It always pours when it rains.
Negative—It never rains but it pours.
- Affirmative—My friend is too poor to afford this luxury.
Negative—My friend is so poor that he cannot afford this luxury.
- Affirmative—Savitri will fail unless she works hard.
Negative—Savitri will not pass if she does not work hard.
- Negative—No sooner did I step out than it began to rain.
Affirmative—As soon as I stepped out, it began to rain.

8. Negative—No one will deny that Girish tried his best to please his officer.

Affirmative—Everybody will admit that Girish tried his best to please his officer.

Exercise 33

1. Turn the following statements into negative forms without changing the sense :

(For IX Class)

- (a) 1. His friends were faithful to him.
2. Dr. Johnson declined the offer of Lord Chesterfield.
3. A saint alone can have true happiness.
4. Every rose has a thorn.
5. As soon as the thief saw the police, he took to his heels.

(For X Class)

- (b) 1. It is only a short distance to the Rashtrapati Bhawan.
2. We tried every plan.
3. Look before you leap.
4. Gandhiji alone could bring about a bloodless revolution.
5. Ravi invited Shashi to tea.

2. Change the following negative sentences into affirmative form :

(For IX Class)

- (a) 1. Please do not forget to post this letter.
2. None but a mean fellow will act so basely.
3. No sooner did he make this remark than there was an uproar in the hall.
4. Kailash left no stone unturned in the discharge of his duties.
5. It does not matter if we fail.

(For X Class)

- (b) 1. No one can deny that he has done his best.
2. There is no smoke without fire.
3. Learned men are not always wise.
4. No other king in India was so great as Ashoka.
5. His voice is too sweet not to attract the passers by.

II. By Interchanging the Interrogative and the Assertive :

Patterns :

1. Interrogative—Is Naresh not a hard-working boy ?
Assertive —Naresh is a hard-working boy.
2. Interrogative—Why cry over spilt milk ?
Assertive —It is no use crying over spilt milk.

3. Interrogative—When can their glory fade ?
Assertive —Their glory can never fade.
4. Assertive —No one will like to live in poverty.
Interrogative—Who will like to live in poverty ?
5. Assertive —It matters little if we fail.
Interrogative—What if we fail ?

Exercise 34

1. Put the following statements in the form of questions without changing the meaning :

(For IX Class)

- (a) 1. Everyone will pray for his success.
2. No man will stoop to such meanness.
3. We should not waste our time in idle gossips.
4. All are familiar with Ravindra Nath Tagore and his works.
5. Dryden was certainly a great poet.

(For X Class)

- (b) 1. I shall give you everything to see you happy.
2. We can never forget Mahatma Gandhi.
3. It was very foolish of him to say so.
4. No man of justice will bear this decision.
5. There is nothing nobler than love.

2. Turn the following Interrogative sentences into Assertive form without changing the sense :

(For IX Class)

1. Who has not heard of Sarojini Naidu, the nightingale of India ?
2. When will you learn to respect your elders ?
3. Why waste your time on such a folly ?
4. Who can question the decrees of God ?
5. Is not man mortal ?

(For X Class)

1. Is this the way to improve your English ?
2. Does not Fatehpur Sikri speak of the past greatness of India ?
3. How can I forget your kindness ?
4. Is it not useless to cry over spilt milk ?
5. Who is so mean that will not defend his country ?

3. You cannot *solve* the problem in this way.

(For X Class)

- (b) 1. The enemy surrendered *unconditionally*.
 2. My father *wishes* that I should be a doctor.
 3. The Principal *announced* that the school would remain closed the next day.
 4. Manju and Kusum do not *differ* much in appearance.

- C. Rewrite the following sentences, substituting Adjectives for the words in italics :

(For IX Class)

- (a) 1. Excess of food causes *injury* to health.
 2. The story you narrated yesterday *amused* us much.
 3. Abraham Lincoln treated his enemies with *kindness*.
 4. He treated us very *gently*.

(For X Class)

- (b) 1. Your remarks will cause *harm* to our cause.
 2. None of us had the *courage* to go near the snake.
 3. *Respect* your teachers.
 4. You should show kindness to the poor.

- D. Rewrite the following sentences, substituting Adverbs for the italicised words :

(For IX Class)

- (a) 1. It is quite *evident* that India has progressed since she achieved her independence.
 2. The manager showed great *skill* in handling the situation.
 3. The judge listened to the statement of the accused with *patience*.

(For X Class)

- (b) 1. It is *clear* that the examination cannot be postponed.
 2. The juggler was dressed in a very *strange* manner.
 3. The patient spent a *restless* night.
 4. Socrates thought that a man should die in *peace*.

- V. (a) Changing simple sentences into complex form.

Study the following examples :

(i) Noun Clause :

The convict confessed his *crime*. (Simple)

The convict confessed *that he had committed a crime*.

(Complex)

(ii) Adjective Clause

Good boys respect their elders.

(Simple)

Boys *who are good* respect their elders.

(Complex)

(iii) Adverb Clause :

1. It is too hot to *sit in the sun*.

(Simple)

It is so hot that one cannot sit in the sun.

(Complex)

2. Seth Govind Ram spends the money *miserly*.

(Simple)

Seth Govind Ram spends the money as if he were a miser.

(Complex)

(b) Changing Complex sentences into Simple ones :**(i) Noun Clause :**

My brother knew *when my teacher would arrive*.

(Complex)

My brother knew the time of my teacher's arrival.

(Simple)

(ii) Adjective Clause :

The man *who is dressed in white* is the Deputy-Commissioner.

(Complex)

The man in white dress is the Deputy-Commissioner.

(Simple)

(iii) Adverb Clause :

The thief took to his heels *because he was afraid of being captured*.

(Complex)

The thief took to his heels for fear of being captured.

(Simple)

Exercise 37**A. Convert the following Simple sentences into Complex sentences, each containing a Noun Clause :**

(For IX Class)

- (a) 1. Can you tell me his address ?
2. I am sure of my success in the examination.
3. Obedience is the first duty of a student.

(For X Class)

- (b) 1. No one can know one's future.
2. It is said to have taken place in 1958.
3. I know his living place.
4. The murderer has confessed his crime.

B. Convert the following Simple sentences into Complex sentences, each containing an Adjective Clause :

(For IX Class)

- (a) 1. He did not tell me his birth-place.
 2. Will you tell me the time of Majid's departure for Bombay.
 3. No one likes a liar.

(For X Class)

- (b) 1. The teacher pointed out the glaring mistakes to the students.
 2. Most of the villagers live in mud-built houses.
 3. The boy wearing the blue shirt is the monitor of the class.
 4. I still remember the joys of my childhood.

C. Convert the following Simple sentences into Complex sentences, each containing an Adverb Clause :

(For IX Class)

- (a) 1. The clerk was dismissed for his being rude to the officer.
 2. Students should work hard to pass the examination.
 3. Little Rama danced like an adept dancer.

(For X Class)

- (b) 1. Seeing his brother in trouble, he wanted to help him.
 2. The king grew jealous of the rich lords.
 3. Jason secured the Golden fleece with the help of Medea.
 4. Ala-ud-din took a fancy to Padmini for her beauty.

Exercise 38

D. Turn the following Complex sentences into Simple ones :

(For IX Class)

- (a) 1. When Crusoe saw a ship, he was thrilled with joy.
 2. Shah Jahan built the Taj Mahal in memory of his wife because he loved her so dearly.
 3. The train was so crowded that I could not get a seat.

(For X Class)

- (b) 1. Anybody who misses any period without permission will be taken to task.
 2. I am hopeful that he will succeed.
 3. That Pythagoras was a great Mathematician is known to all.
 4. Dr. S. Radhakrishnan had earned world-wide reputation because he was a learned man.

VI. By changing simple sentences into Compound sentences and vice versa :

Patterns :

- (a) 1. Simple—By running, the police caught the thief.
Compound—The police ran *and* caught the thief.
2. Simple—Notwithstanding his old age, my uncle laboured hard.
Compound—My uncle was old, *but* he laboured hard.
3. Simple—In spite of the enemies being in a large number, the English gave them a fight.
Compound—The enemies were in a large number, *nevertheless* the English gave them a fight.
- (b) 1. Compound—We reached the station and then purchased the tickets.
Simple—*After* reaching the station, we purchased the tickets.
2. Compound—The principal not only fined him but also boxed his ears.
Simple—*Besides* fining him, the principal boxed his ears.
3. Compound—The sun rose, and the mist cleared.
Simple—The sun having *risen*, the mist cleared.

Exercise 39

A. Rewrite the following Simple sentences as Compound sentences :

(For IX Class)

1. The sky being clear, the climbers resumed their journey.
2. Owing to his illness he could not attend the school.
3. The invaders made good their escape for fear of being killed.

(For X Class)

1. Besides giving me money, he helped me with his counsel.
2. It being Sunday, we went to the zoo to see the animals.
3. In spite of his splendid victory, Ashoka was not happy.
4. The President having spoken, the meeting came to a close.

B. Rewrite the following Compound sentences as Simple sentences :

(For IX Class)

1. Destroy the larvae and you will prevent malaria.
2. Hold the receiver close to your ear otherwise you will not hear the sound well.

3. Robert Bruce was sad but not disappointed.

(For X Class)

1. He saw the thief and ran after him.
2. The villagers were in debt, nevertheless they spent huge sums of money on illuminations.
3. Rana Pratap was a brave soldier and, therefore, he was feared.
4. All the members attended the function but Mr. Sharma did not.

VII. By changing the compound sentences into Complex sentences and vice versa :

Study the following examples :

- (a) 1. Compound—We must maintain discipline, or the teacher will not like us.
Complex—Unless we maintain discipline, the teacher will not like us.
2. Compound—He was defeated, but he did not lose heart.
Complex—Although he was defeated yet he did not lose heart.
3. Compound—Antony was an orator and therefore he could play with the sentiments of the people.
Complex—As Antony was an orator, he could play with the sentiments of the people.
- (b) 1. Complex—If you do not water the plants, they will wither away.
Compound—Water the plants otherwise they will wither away.
2. Complex—Unless you love the child, he will not be happy.
Compound—Love the child and he will be happy.
3. Complex—Mr. Micawber spent more than he earned.
Compound—Mr. Micawber earned something but he spent more.

Exercise 40

A. Convert the following Compound sentences into Complex ones :
(For IX Class)

- (a) 1. Sindbad lived an extravagant life and thus wasted a large part of his wealth.
2. Nobody supported him, but he persisted in his demands.
3. The moon as well as the stars appeared.

(For X Class)

- (b) 1. He was quite intelligent but he failed in the test.
 2. Either you must come in uniform or you must be punished.
 3. She was fickle-minded and therefore she could not be trusted.
 4. Usha may not be hard working but she is very clever.

B. Turn the following Complex sentences into Compound ones :

(For XI Class)

- (a) 1. He will not be pardoned unless he apologises.
 2. As Caesar was ambitious, so Brutus slew him.
 3. Her father severed all his connections with her because she had married without his consent.

(For X Class)

- (b) 1. Rabindra Nath Tagore was awarded the Nobel Prize because his poems were thought to be fine pieces of literature.
 2. When the tidings of my mother's death was broken to me, I burst into tears.
 3. Everybody knows that man is mortal.
 4. Though the lion was hungry yet he did not kill Androcles.

B. VOICE—ACTIVE AND PASSIVE

Let us examine the following sentences :

1. The teacher punished the naughty boy.
2. The naughty boy was punished by the teacher.

In the first sentence, the subject of the verb acts, so the verb is said to be in the Active Voice.

In the second sentence, the subject of the verb is acted upon, so the verb is said to be in the Passive Voice.

Rules for changing the Active Voice into the Passive Voice :

1. The object of the verb in the Active Voice becomes the subject in the Passive Voice.
2. Only Transitive Verbs can be changed into the Passive Voice because an Intransitive Verb has no object.
3. If a transitive Verb has two objects, either of them may be made the subject in the Passive Voice and the other remains unchanged ; as,

Sita wrote a letter to me. (Active)

I was written a letter by Sita. (Passive)

A letter was written to me by Sita. (Passive)

4. The third form (Past Participle) of the verb is always used.
5. The word 'by' is put before the new object (*i.e.*, the subject in the Active Voice).

Exceptions : I know him. (Active)

He is known to me. (Passive)

It surprised me. (Active).

I was surprised at it. (Passive)

6. The verb in the Passive Voice is changed according to the subject in number and Person.

Note : Perfect Continuous of all tenses and the Future Continuous tense cannot be changed into Passive form.

7. (i) In the Present Indefinite Tense, 'is', 'am', 'are' are used before the Past Participle, (ii) In the Past Indefinite Tense, 'was' and 'were' are put before the third form of the Verb. (iii) In the Future Indefinite Tense, 'be' is used before the third form of the verb. (iv) In the Present and Past Continuous Tenses, 'being' is used after 'is', 'am', 'are' and 'was', 'were' respectively but not before the Past Participle. (v) In all the Perfect Tenses, 'been' is added before the third form.
8. In the case of 'can', 'could', 'will', 'would', 'shall', 'should', 'may', 'might', 'must' and 'be' is placed before the third form of the verb.
9. In an Imperative sentence, where request is implied, the word 'please' is changed into *you are requested* ; as,
Please do it. (Active)
You are requested to do it. (Passive)
10. To change an imperative mood, we place the verb, 'let' at the beginning of the sentence. After, 'let' we put the object and then the Verb 'be' and after that the third form of the Verb ; as,
Open the door. (Active)
Let the door be opened. (Passive)
11. A typical form ; as,
It is time to take tea. (Active)
It is time for tea to be taken. (Passive)

The following table will throw more light on the Transformation from Active into Passive Voice ;

<i>Tense</i>	<i>Voice</i>	<i>Indefinite</i>	<i>Continuous</i>	<i>Perfect</i>	<i>Perfect Continuous</i>
Present	Active	I write a letter.	I am writing a letter.	I have written a letter.	I have been writing a letter.
	Passive	A letter is written by me.	A letter is being written by me.	A letter has been written by me.	No Passive Voice.
Past	Active	I wrote a letter.	I was writing a letter.	I had written a letter.	I had been writing a letter.
	Passive	A letter was written by me.	A letter was being written by me.	A letter had been written by me.	No Passive Voice
Future	Active	I shall write a letter.	I shall be writing a letter.	I shall have written a letter.	I shall have been writing a letter.
	Passive	A letter will be written by me.	No Passive Voice	A letter will have been written by me.	No Passive Voice.

Interchanging the Active and Passive Voices :

Patterns

Active

1. I love him.
2. He is writing an essay.
3. They will do it.
4. Speak the truth.
5. Do not tell a lie.
6. Please post this letter.
7. It is time to open the shop.
8. We have finished our home-task.
9. Babar defeated Ibrahim at Panipat.
10. People say.
11. One must do one's duty.
12. Who does not love his country ?
13. Shut the door.

Passive

- He is loved by me.
 An essay is being written by him.
 It will be done by them.
 Let the truth be spoken.
 Let a lie be not told.
 You are requested to post this letter.
 It is time for the shop to be opened.
 Our home-task has been finished by us.
 Ibrahim was defeated at Panipat by Babar.
 It is said by the people.
 Duty must be done.
 By whom is his country not loved ?
 Let the door be shut.

Active**Passive**

- | | |
|-------------------------------------|---|
| 14. A car ran over the child. | The child was run over by a car. |
| 15. How many sums have you solved? | How many sums have been solved by you? |
| 16. Your behaviour surprised me. | I was surprised at your behaviour. |
| 17. The mother is loving the child. | The child is being loved by the mother. |
| 18. I cannot draw this picture. | The picture cannot be drawn by me. |
| 19. Please be regular. | You are requested to be regular. |
| 20. Did your father advise you? | Were you advised by your father? |

Passive**Active**

- | | |
|--|---|
| 21. Were you not told by him? | Did he not tell you? |
| 22. By whom is his country not loved? | Who does not love his country? |
| 23. I was abused by them. | They abused me. |
| 24. Let the truth be spoken. | Speak the truth. |
| 25. Is the rat being chased by the cat? | Is the cat chasing the rat? |
| 26. It is known to me. | I know it. |
| 27. Let the poor man be helped by us. | Let us help the poor man. |
| 28. The thief was caught red-handed by the police. | The police caught the thief red-handed. |
| 29. How has it been done? | How has he done it? |
| 30. Were you pardoned by him? | Did he pardon you? |

Exercise 41

(For IX Class)

I. Change the following sentences into the Passive form :

- (a) 1. Sita learns her lesson daily.
 2. The cat is chasing the rat.
 3. Do it.
 4. We have finished all our books.
 5. The Principal did not punish him.

6. Let us finish the work.
7. I was writing a letter to my friend.
8. Macbeth murdered Duncan.
9. The farmer has reaped the crop.
10. It is time to play cricket.
11. They elected him President.
12. One must do one's duty.
13. The child may have broken this mirror.
14. You must post this letter today.
15. Farmers in these parts don't grow wheat.

- (b)
1. His conduct vexes me.
 2. Who will lend you money ?
 3. Who has done this mischief ?
 4. How many plays have you read ?
 5. He does not obey his teacher.
 6. Will her uncle look after her ?
 7. Please help me.
 8. Let us help the poor man.
 9. Why should we waste time ?
 10. Stop talking.
 11. She does not know me.
 12. Never tell a lie.
 13. Always speak the truth.
 14. Has anyone asked this question ?
 15. Will they arrest the union leader ?

II. Change the following into the Active form ?

- (a)
1. Let it be done at once.
 2. Not a drum was heard.
 3. You are requested to help me.
 4. The thief was caught red-handed.
 5. How can this work be done by him ?
 6. Bad habits have been given up by him.
 7. By whom was this camera presented to you ?
 8. It is said.
 9. Promise must be kept.
 10. The children were given sweets.

- (b)
1. My pocket has been picked.
 2. Let the doctor be sent for.
 3. A good news is expected by us at once.
 4. Let him be told to leave the room.
 5. You are requested to keep to the left.
 6. We are bitten by mosquitoes at night.
 7. An essay is being written by her.
 8. Let the old man be not laughed at.
 9. The accident was inquired into.
 10. Was the scheme not agreed to by all of us ?

III. Fill the blanks with the passive form of the verbs given in brackets :

1. The poor should———(help) by us.
2. Let it———(do).
3. It———(know) to me.
4. Parents must———(obey).
5. The promise has———(fulfil) by Murti.
6. A letter is———(write) by my father.
7. May you———(bless) by God !
8. By whom———America (discover) ?
9. My pen has———(steal).
10. Duty must———(do).

Exercise 42

(For X Class)

I. Change the following into the Passive Form :

- (a)
1. They laughed at him.
 2. Leave him alone.
 3. May God bless you !
 4. I know him well.
 5. He ought to help her.
 6. We shall defend our friends.
 7. I expect Mohan to do this work.
 8. Why did you beat the innocent boy ?
 9. What does it mean ?
 10. Columbus discovered America.
 11. Who has stolen my purse ?
 12. Why do you dislike him ?
 13. Should we cut down these trees ?
 14. But we didn't buy it.
 15. The banks pay interest on deposits.
- (b)
1. Who can deny that slavery is a curse ?
 2. God helps those who help themselves.
 3. They say that you have broken his slate.
 4. It is time to fight bravely the battle of life.
 5. Who has abused you ?
 6. People say.
 7. Tell him to leave the room at once.
 8. Are we not doing our duty ?
 9. He will have finished his work.
 10. Have you learnt your lesson ?
 11. Did she not bring these toys ?
 12. One should keep one's promise.
 13. Send for the doctor at once.
 14. Will Parliament pass this bill in this session ?
 15. How do they work this machine ?

II. Change into the Active Form :

- (a) 1. The matter is being enquired into by the police.
 2. Why should I be treated so cruelly ?
 3. It was proposed by the Executive Committee.
 4. I am impressed with my friend's sincerity.
 5. What cannot be cured must be endured ?
 6. I shall be forced to resign the post.
 7. Pt. Nehru was held in great esteem by the public.
 8. Children should be well looked after.
 9. Why is the rat being chased by the cat ?
 10. You shall be dismissed by the manager if hard work is not done by you.
- (b) 1. Why was he punished by the teacher ?
 2. Let the truth be spoken.
 3. A lie is told by her.
 4. By whom was my pen broken ?
 5. Is your plan agreed to by them ?
 6. The thief was caught red-handed.
 7. I was compelled to go.
 8. Why shall he be sent to jail ?
 9. Parents must be obeyed.
 10. By whom is his country not loved ?

III. Fill in each blank with the Passive Form of the verb (given in brackets) :

1. We—(invite) to tea by our friend.
2. It—(believe) that he is an honest man.
3. Elections—(hold) next month.
4. Boys not—(allow) to see the match.
5. Now-a-days, all things of mass consumption—(make) by machines.
6. The candidate was eager—(to call) for an interview.
7. The poor student—(grant) full fee concession.
8. This lesson—(teach) these days.
9. Next year, the Industries Fair—(hold) at Madras.
10. Ranjit with his friends—(arrest) yesterday.

Miscellaneous Exercise 43

(For IX Class)

I. Transform the following sentences as directed :

- (a) 1. Their glory can never fade. (Interrogative)
 2. Who can do such a huge task in such a short time ? (Change the Voice)
 3. As soon as I stepped out, it began to rain. (Negative)
 4. Although he is poor yet he is honest. (Simple)

5. The circus show gave me great pleasure.
(Verb form of 'pleasure')
6. Only truth will triumph in the long run. (Negative)
7. People living in glass houses should not throw stones at others. (Complex)
8. He walked along the road. He saw a snake.
(Use 'walking')
9. How lovely these flowers are ! (Assertive)
10. The fact is too evident to require proof. (remove 'too')

II. Do as directed :

- (a) 1. Unless you assert yourself, they will have the profit all to themselves. (Use 'without')
2. Be quick or you will miss the train. (Simple)
3. He comes home late every night. His father does not like it. (Use 'Coming')
4. Only the members of the society have the right to vote. (Negative)
5. No visitor to Dehradun ever misses the Sulphur-fall there. (Affirmative)
6. Why indulge in tall talk ? (Assertive)
7. Chaucer was the most famous of all the poets.
(Positive and Comparative degrees)
8. Whose sting is so sharp as that of ingratitude ? (Assertive)
9. Alas, that flowers wither so soon ! (Assertive)
10. He met me immediately after arrival. (Complex)
11. If you work hard, you can win the prize. (Simple)

III. Rewrite as directed :

- (a) 1. I caught the bus and went to Cannaught Place.
(Use 'having')
2. We should respect our teachers.
(Use the Adj. form of 'respect')
3. If he apologises, he will be pardoned. (Use 'unless')
4. Work hard so that you may not miss first division.
(Use 'lest')
5. He worked hard but failed. (Use 'in spite of')
6. The thief saw the police. He took to his heels.
(Use 'seeing')
7. You should have sympathy for the poor.
(Use the verb form of 'sympathy')
8. If you don't come in time, you shall be punished.
(Use 'otherwise')

9. Not only he but also his friends were present there.
(Use 'as well as')
10. People have expressed hopes that the government will act on the suggestions of the committee.
(Voice)
- (b) 1. He is poor but honest.
(Use 'although')
2. He confided in his friend. The friend disclosed his secret.
(Use 'whom')
3. The thief broke into Shyam's house. Do you know him?
(Use 'who')
4. Not only he but also his friends were present there.
(Use 'as well as')
5. The thief broke into his house. Do you know him?
(Use 'who')
6. He is poor but honest.
(Use 'although')
7. Owing to his illness, he could not attend the school.
(Compound)
8. He succeeded in his efforts.
(Use the Noun form of 'succeeded')
9. Students should work hard to pass the examination.
(Use 'so that')
10. I am hopeful that he will succeed.
(Simple)

Miscellaneous Exercise 41

(For X Class)

I. Transform as directed :

- (a) 1. She was too poor to pay her fees.
(Remove too)
2. He tried every plan.
(Negative)
3. It never rains but it pours.
(Affirmative)
4. Everybody would like to die for his country.
(Interrogative)
5. I know the reason of his absence.
(Complex)
6. In spite of his trying hard, he failed.
(Compound)
7. A student and afraid of studies !
(Assertive)
8. She speaks very carefully.
(Noun form of carefully)
- (b) 1. None but Ram can solve this problem.
(Affirmative)
2. Although he did his best yet he could not succeed.
(Simple)
3. Now it is time to attend the prayer.
(Voice)
4. Mohan is wearing a blue shirt. He is my brother.
(Use 'who')
5. Look before you leap.
(Negative)
6. The culprit was tried by the Magistrate.
(Voice)
7. Their glory can never fade.
(Interrogative)

8. Why weep over split milk. (Assertive)
 9. His efforts were a great success.
 (Use the Adjective form of success)

II. Rewrite as directed :

- (a) 1. For all his riches, he is not contented. (Use 'although')
 2. Besides looting the house, they wounded the landlord.
 (Use 'not only—but also')
 3. She must run fast to catch the bus. (Use 'so that')
 4. He tried his best but he was not successful.
 (Use 'In spite of')
 5. On opening the purse, he found a hundred-rupee note in it. (Use 'when')
 6. This coat cannot be mine. It is very long. (Use 'too')
 7. You must confess your fault to escape punishment.
 (Use 'and')
 8. I placed the book on the table. It is still there.
 (Use 'which')
 9. Sign your name or I shall not agree to this. (Use 'if')
 10. If you agree to my proposal, you can have help from me.
 (Use 'unless')
 11. All our suggestions have been turned down. (Voice)

III. (a) 1. He walked along the road. He saw a snake.

- (Use 'walking')
 2. Only truth will triumph in the long run. (Negative)
 3. People backbiting others are condemned by all. (Complex)
 4. How lovely these flowers are ! (Assertive)
 5. The fact is too evident to require proof. (Remove 'too')
 6. I know where he lives. (Simple)
 7. Ravi invited me to tea. (Negative)
 8. Everybody will pray for his success. (Interrogative)
 9. The moon, having risen, we set out on our journey.
 (Compound)
 10. When we saw our father, we were thrilled with joy.
 (Simple)

- (b) 1. Her mother was too fond of her not to give her everything she cried for.
 (Remove the Adverb 'too')
 2. No other leader of India has been so successful as Pt. Nehru.
 (Positive)
 3. As soon as we came to know of his success in the election, we went to congratulate him.
 (Use 'no sooner———than')
 4. But for his timely appearance, she would have been drowned.
 (Complex)

5. Alas ! the great daughter of India is dead. (Assertive)
6. You must take exercise for the sake of your health.
(Compound)
7. Only the wearer knows where the shoe pinches.
(Interrogative)
8. Everybody admits it. (Negative)
9. Who can help me ? (Voice)
10. Blood is thicker than water ? (Interrogative)
11. Seeing is believing. (Use 'to')



9

The Verb

Its Forms And Conjugation

READ these sentences :

- (a) Ram killed a deer.
- (b) My uncle loves children.
- (c) The robber was arrested.

In the above sentences, *killed*, *loves* and *was arrested* are verbs. They tell us some *action* or state of their subjects. Verbs *are, therefore, words which denote some action or say something about some person or thing.*

Let us study the following sentences :

1. She laughs.
2. To err is human.

In the first sentence, '*laughs*' is the verb and '*she*' is the subject. The verb '*laughs*' is limited by the number and person of the subject. It is, therefore, called a **Finite Verb**.

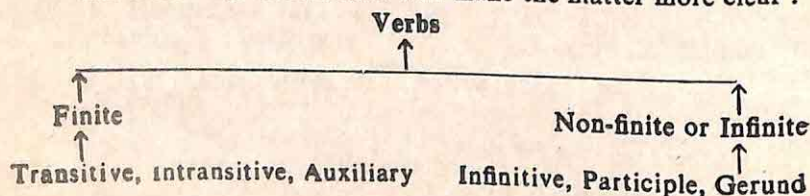
In the second sentence, '*to err*' merely names the action expressed by the verb '*err*'. It has no subject but it is the subject to the verb '*is*'. It is, therefore, not limited by the number and person as a verb that has a subject. Hence, it is called the **Non-finite Verb** or the **Verb Infinitive**.

So verbs are of two kinds—1. **Finite Verbs** 2. **Non-finite Verbs**.

1. **Finite Verbs** can be classified into the following three forms :
(i) **Transitive** (ii) **Intransitive**, and (iii) **Auxiliary**.
2. **Infinitive Verbs** can be divided into the following three forms :

(i) **The Infinitive**. (ii) **The Participle**. (iii) **The Gerund**.

The following illustrations will make the matter more clear :



Transitive Verbs

(1) Study the following sentences :

- (a) Govind plays football.
- (b) The farmer killed a snake.

In the above sentences, the verb '*plays*' and '*killed*' do not make complete sense by themselves. They need some other words after them to make their sense complete. The words '*football*' and '*snake*' are thus the **objects** of the verbs '*play*' and '*killed*' respectively.

Verbs which do not complete the predicate by themselves and require objects to complete the sense are called '**Transitive Verbs**'.

(2) Normally Transitive verbs take one object after them. But some Transitive verbs take two objects—the Direct object and the Indirect object—after them ; as,

- (a) Krishna gave a pen (Direct).
- (b) I wrote him (Indirect) a letter (Direct).

(ii) Intransitive Verbs

Read these sentences :

- (a) The child smiles.
- (b) The stars shine in the sky.

In the above sentences, the verbs '*smiles*' and '*shine*' need no objects. The actions did not go beyond the subjects. The verbs complete the sense themselves.

(i) *Verbs* which make complete sense by themselves and do not require objects to complete their sense are called **Intransitive Verbs**.

(ii) Some Intransitive verbs, however, require words to complete their sense. Such words are called **complements** and such intransitive verbs are called verbs of Incomplete Predication. These words express the idea of *being, becoming, seeming, appearing* ; as,

- (a) Satish is a student.
- (b) Renu appears to be sad.

In the above sentences '*is*' and '*appears*' are *Verbs of Incomplete predication* and '*student*' and '*to be sad*' are their complements.

Note : The complement usually consists of a Noun or an Adjective.

(iii) Only a few verbs are always *intransitive*. Most verbs can

be used as Transitive or Intransitive. How a verb is used should be noted with care.

Used Transitivity

1. Surendra *writes* a letter.
2. The driver *stopped* the car.
3. The policeman *blew* his whistle.

Used Intransitively

1. Surendra *writes* neatly.
2. The car *stopped* suddenly.
3. The wind *blew* the whole day long.

(iii) Auxiliary Verb

- (a) Vinod has completed his home task.
- (b) I shall go to school.
- (c) The hare is running.
- (d) He may help you.
- (e) Students should respect their teachers.

In the above sentences, the verbs '*has*', '*shall*', '*is*', '*may*' and '*should*' help the principal verbs *completed*, *go*, *running*, *help*, and *respect*. They are, therefore, called **Auxiliary or Helping Verbs**.

The chief Auxiliary verbs are : To be (is, am, are, was, were, being), has, have, had, will, shall, would, can, could, should, must, do, did, does, may, might.

11. The Conjugation of Verbs

To conjugate a verb means to give its three principal forms : *Present, Past, Past Participle*.

Three Forms of the Verbs

	Present	Past	Past Participle
(a)	Abide	abode	abode
	Arise	arose	arisen
	Awake	awoke	awoke
	Be	was	been
	Bear	bore	born, borne
	Beat	beat	beaten
	Become	became	became
	Begin	began	begun
	Bend	bent	bent
	Bid	[bade	[bidden
		bid	bid
	Bind	bound	bound
	Bite	bit	bitten, bit
	Blow	blew	blown
	Break	broke	broken

Present

Choose
Cling
Come

Dig
Do
Draw
Drink
Drive

Eat

Fall
Fell
Fight
Find
Flee
Fly
Forget
Forsake
Freeze

Get
Give
Go
Grind
Grow

Hang
Hide
Hold

Know

Lay
Lie

Ride
Ring
Rise
Run

See
Shake
Shine
Shoot
Sing
Sink
Slay
Slink
Sow

Past

chose
clung
came

dug
did
drew
drank
drove

ate

fell
felled
fought
found
fled
flew
forgot
forsook
froze

got
gave
went
ground
grew

hung, hanged
hid
held

knew

laid
lay

rode
rang
rose
ran

saw
shook
shone
shot
sang
sank
slew
slunk
sowed

Past Participle

chosen
clung
come

dug
done
drawn
drunk
driven

eaten

fallen
felled
fought
found
fled
flown
forgotten
forsaken
frozen

got
given
gone
ground
grown

hung, hanged
hidden
held

known

laid
lain
ridden
rung
risen
run

seen
shaken
shone
shot
sung
sunk
slain
slunk
sown

Present	Past	Past Participle
Speak	spoke	spoken
Spring	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Strike	struck	struck, stricken
Swear	swore	sworn
Swim	swam	swum
Swing	swung	swung
Take	took	taken
Tear	tore	torn
Throw	threw	thrown
Wake	woke	waken
Wear	wore	worn
Weave	wove	woven
Win	won	won
Wind	wound	wound
Wring	wrung	wrung
Write	wrote	written
(b) Bleed	bled	bled
Breed	bred	bred
Bring	brought	brought
Build	built	built
Burn	burnt	burnt
Buy	bought	bought
Catch	caught	caught
Clothe	clad, clothed	clad, clothed
Creep	crept	crept
Crow	crowed	crowed
Curse	cursed	cursed
Dare	dared	dared
Deal	dealt	dealt
Dream	dreamt	dreamt
Feed	fed	fed
Feel	felt	felt
Fell	felled	felled
Flee	fled	fled
Have	had	had
Hear	heard	heard
Keep	kept	kept
Kneel	knelt	knelt

Present	Past	Past Participle
Lay	laid	laid
Lead	led	led
Leap	leapt	leapt
Learn	learnt	learnt
Leave	left	left
Lend	lent	lent
Lie	lied, lay	lied, lain
Light	lit, lighted	lit, lighted
Load	loaded	loaded, leaden
Lose	lost	lost
Make	made	made
Mean	meant	meant
Meet	met	met
Melt	melted	melted
Mow	mowed	mown
Prove	proved	proved
Raise	raised	raised
Say	said	said
Seek	sought	sought
Sell	sold	sold
Send	sent	sent
Sew	sewed	sewn
Shoe	shod	shod
Show	showed	shown
Sleep	slept	slept
Smell	smelt	smelt
Sow	sowed	sown
Speed	sped	sped
Spell	spelt	spelt
Spend	spent	spent
Spill	spilt	spilt
Sweep	swept	swept
Teach	taught	taught
Tell	told	told
Think	thought	thought
Weep	wept	wept
Work	worked	worked

(c) Verbs which have three forms alike

Bet	bet	bet
Burst	burst	burst
Cast	cast	cast
Cost	cost	cost
Cut	cut	cut

Present	Past	Past Participle
Hit	hit	hit
Hurt	hurt	hurt
Knit	knit	knit
Let	let	let
Put	put	put
Quit	quit	quit
Read	read	read
Rid	rid	rid
Set	set	set
Shed	shed	shed
Shut	shut	shut
Spit	spit	spit
Split	spilt	spilt
Spread	spread	spread
Thrust	thrust	thrust
Wed	wed	wed

Note the distinction in the use of the following verbs :

Present	Past	Past Participle
Fly	flew	flown
Flee	fled	fled
Fall	fell	fallen
Fell	felled	felled
Hang	hung	hung
Hang	hanged	hanged
Lie	lay	lain
Lay	laid	laid

1. Birds fly in the air.
2. Seeing the policeman, the thief had to flee.
3. Take care lest you should fall down.
4. The wood-cutter fells trees in the forest.
5. I hung my coat on the peg.
6. The murderer was hanged.
7. He lay down on the grass.
8. She had laid the child on the cot.

Exercise 45

(For IX Class)

I. Give the Past and Past Participles of:

Fly, wed, make, show, think, hold, shake, fell, bend, be

II. Pick out the Finite and Non-finite Verbs in the following sentences :

1. Good students do their work regularly.
2. I am happy to learn this news.
3. To wait here is useless.
4. We helped the poor man.
5. Walking is better than riding.
6. Seeing the lion, I ran away.
7. The mountaineers reached the top.
8. I saw him passing by my house.
9. The scenery of mountains pleases me very much.
10. You may go now.

III. Pick out the Transitive, Intransitive and Auxiliary Verbs :

1. They went out for a walk.
2. She has finished her home task.
3. The sick man weeps.
4. Students should think before they speak.
5. I wrote a letter to my friend.
6. He could not walk a few metres.
7. I borrowed a book from Rita.
8. We ought to obey our parents.
9. Children play in the ground.
10. Write a letter to your friend.

IV. Fill in the blanks with suitable forms of the Verbs given in brackets :

1. The sun has _____ (rise)
2. He _____ by the school rules. (abide)
3. The whole heap of wood _____ to ashes. (burn)
4. The fire broke out and the flames _____ to the sky. (leap)
5. Would you kindly _____ me a ten-rupee note. (lend)
6. The miser _____ by a beggar. (curse)
7. Hope _____ eternal in the human breast. (spring)
8. Please get it _____. (do)
9. The snow _____ on the top of the hill. (Past tense of freeze)
10. The weaver _____ this piece of cloth. (weave)

Exercise 46

(For X Class)

I. (a) Give the Past and Past Participles of :

Draw, lie, lay, swim, hang, blow, seek, awake, tear, seek, hide.

(b) Use in sentences of your own :

Swam, taken, fall, drawn, laid, felled, forgot, drunk, frozen, dig.

II. Pick out the Finite and Non-finite Verbs in the following :

1. Good students respect their teachers.
2. Doing by halves is of no avail.
3. Seeing is believing.
4. To undo what you have done is very difficult.
5. Let us go now.
6. I saw him drunk.
7. We were thrilled with joy to hear the news of his success

III. Fill in the blanks with suitable forms of the Verbs given in brackets :

- (a)
1. She has _____ the floor. (sweep)
 2. He _____ his time in gossips. (lose)
 3. My friend _____ me a hundred rupees. (lend)
 4. The sun _____ in the east. (rise)
 5. The mother _____ her child. (feed)
 6. He was _____ with a stone. (strike)
 7. The butcher has _____ the goat. (slay)
 8. Do not _____ with your friends. (fight)
 9. The policeman _____ the thief hand and foot. (bind)
 10. The prisoner _____ away from the jail. (flee)
- (b)
1. She (get) up early in the morning at five.
 2. Ram (pass) by the post office on his way to school everyday.
 3. If you come to my house, I (go).
 4. He (lay) the child on the ground and went away.
 5. We (leave) for Agra tomorrow.
 6. I (take) tea just now
 7. Let us (finish) the work before we go.
 8. They have _____ (dig) the ditch.
 9. They were _____ (rob) of their money.
 10. The ship _____ (sink) and all the passengers _____ (drown)



Non-finite Verbs

—INFINITIVES, PARTICIPLES AND GERUNDS

Non-finite Verbs are of three kinds :

(i) The Infinitive, (ii) The Participle, and (iii) The Gerund.

(i) Use of Infinitive :

A. Generally 'to' is placed before the first form of the Verb to form the Infinitive ; as, to sit, to stand, to play.

There are two uses of the Infinitive :

1 The Noun Infinitive which is used like a Noun ; as

(a) Subject to a Verb ; as, *To err* is human.

(b) Object to a Verb ; as, No one likes *to die*.

(c) Complement to a Verb ; as, This house is *to let*.

(d) Object to a Preposition ; I am about *to start*.

(e) In apposition to a Noun or a Pronoun ; as,

(i) There was a mistake in sending out the command *to attack*.

(ii) It is bad *to find* fault with others.

2. *The Gerundial or Qualifying Infinitive* ; as,

(a) To qualify a Noun ; He has no house *to live in*.

(b) To qualify a Verb ; as, We eat *to live*.

(c) To qualify an Adjective ; as, He is too weak *to walk*.

(d) To qualify a sentence ; as, *To tell* the truth, I hate idlers.

B. The Omission of 'To'

'To' is omitted when the Infinitive is used :

(i) after the Verbs : *bid, dare, feel, hear, know, let, make, need, observe, please, see, watch* ; as,

1. He *bade* me open the window.

2. I *made* him give up smoking.

Note : 'To' is not omitted when the above verbs except 'let' are used in the Passive Voice ; as,
He was made *to give up* smoking.

(ii) After the Verbs *shall, will, would, should, do, have, may, must, can, could* ; as,

1. You *may* go now.
2. I *do* not like him.

(iii) After '*had better*', '*had rather*', '*would rather*', '*had*', '*sooner*' ; as,

1. I *would rather* starve than beg.
2. You *had better* decide this question.

(iv) After '*but*', '*except*', '*that*' ; as,

1. We could not *but* laugh.
2. He did more *than help* his friend.

C. The forms of the *Infinitive* : The *Infinitive* has two main forms—*The Present* and *The Perfect*.

(i) The Present Infinitive can be used with any tense of the Finite Verb ; as,

1. I wish *to help* you.
2. Shall I go *to buy* oranges ?

(i) The Perfect Infinitive shows that the fact referred to takes place before that shown by the finite Verb ; as

1. He appears *to have been* bold.
2. He *seems to have been* rich.

Note : As a general rule, the Present Infinitive and not the Perfect Infinitive should follow the past tense of a Finite Verb ; as,

1. He hoped *to pass*, (not, *to have passed*).
2. He promised *to help* me (not, *to have helped*).

D. The Split Infinitive : We should never split an Infinitive *i.e.*, we should not separate an Infinitive from its sign 'to'.

1. I request you to kindly grant me leave. (Incorrect)
I request you kindly to grant me leave. (Correct)

(ii) Use of Participle :

- (a) Let us examine the following sentence :
I saw Mohan *playing* the match.

In the above sentence, *playing* is a participle. It is formed from the Verb 'play' while it also qualifies the Noun '*Mohan*'. Thus a participle does the work of both a Verb and an Adjective. So it may be called a verbal Adjective. Like the Adjective, it can be used predicatively as well as attributively ; as,

1. We heard the dogs *barking*. (Predicatively).
2. *Barking* dogs seldom bite. (Attributively).

Absolutely with a Noun or Pronoun going before ; as,

1. The weather *being* fine, I went out.
2. Sita *having arrived*, we were freed from anxiety.

(b) The *Participle* has three forms—1. *Present Participle*
2. *Past Participle* and 3. *Perfect Participle*

(i) *Present Participle* : The Present Participle shows an unfinished or continuous action.

1. I see a girl *carrying* a basket of flowers.
 2. Loudly *knocking* at the gate, he demanded admission.
- From the above sentences, we see that the Present Participle denotes not time but unfinished action.

(ii) *Past Participle* : The Past Participle shows a complete action ; as,

1. He saw a *wounded* soldier there.
2. *Blinded* by a duststorm, they fell into a well.

(iii) *Perfect Participle* : It shows an action as completed at some past time ; as,

Having finished my home task, I went to the market.

Note : Since the Participle is a verb-adjective, it must always have a proper 'subject of reference'.

1. Being a very hot day, I remained indoors. (wrong)
It being a very hot day, I remained indoors. (correct)
2. Walking on the road-side, my stick fell down. (wrong)
While I was walking on the road-side, my stick fell down.

(iii) **Use of the Gerund**

Walking is a good exercise.

In the above sentence *walking* is formed from the Verb *walk* and it does the work of a Noun. It is, therefore, a Verb-Noun and is called a *Gerund*.

Note : It should be remembered that a Present Participle is a Verbal Adjective and a Gerund is a Verbal Noun.

A Gerund may be used ; as,

1. Subject to a Verb ; as,
(a) *Hunting tigers* is his favourite game.
(b) *Seeing* is believing.
2. Object to a Verb ; as,
Stop *playing*.
3. Object to a Preposition ; as,
I am tired of *waiting*.

4. Complement to a Verb ; as,
Thinking is *doing*.
5. Absolutely : as,
Telling a lie being his habit, we hate him.
6. As an Adjective : as,
1. He was sitting at his *writing* desk.
2. This is my father's *walking* stick.
7. As a Passive form ; as,
1. She disliked *being ridiculed*.
2. Everybody loves *being praised*.
8. As a Perfect form ; as,
1. The thief denied *having stolen* the bicycle.
2. He feels sorry for *having told* a lie.

Note . A Noun or Pronoun placed before a Gerund should be put in the possessive case ; as,
1. He insists on *my going* there.
2. You may depend upon *my doing* all in my power.

(iv) Distinction among a Gerund, an Infinitive and a Participle.

1. *To walk* is better than *to ride*. (Infinitive)
2. *Walking* is better than *riding*. (Gerund)
3. This is good for *passing* time. (Gerund)
4. I saw him *passing* by my house. (Participle)
5. The *wounded* man was taken to the hospital. (*Participle*)
6. After the following Verbs, only Gerunds (and not Infinitives) are used ; as,

He persisted in *staying* here. (correct)
He persisted to *stay* here. (wrong)

Words taking Gerunds after them :

Stop, dislike, enjoy, dread, intend, recollect, remember, rest, prevent, prohibit, persist, succeed, insist, despair, repent, think.

Common errors in the use of Infinitives, Participles and Gerunds :

Incorrect

1. I request you to kindly grant me leave.
2. He persisted to stay there.
3. Stop to talk.
4. They succeeded to do it.

Correct

- I request you kindly to grant me leave.
He persisted in staying there.
Stop talking.
They succeeded in doing it.

Incorrect**Correct**

- | | |
|---|---|
| 5. He prohibited his brother to gamble. | He prohibited his brother from gambling. |
| 6. He bade me to open the window. | He bade me open the window. |
| 7. He was made give up smoking. | He was made to give up smoking. |
| 8. He is rich enough for buying a car. | He is rich enough to buy a car. |
| 9. He would rather to starve than beg. | He would rather starve than beg. |
| 10. You are right to think so. | You are right to thinking so. |
| 11. He insisted on me going there. | He insisted on my going there. |
| 12. He hoped to have passed. | He hoped to pass. |
| 13. I heard of his failing in the examination. | I heard of his having failed in the examination. |
| 14. They succeeded to do it | They succeeded in doing it. |
| 15. He being very hungry, he rushed to the kitchen. | He, being very hungry, rushed to the kitchen. |
| 16. This water is fit for drinking. | This water is fit to drink. |
| 17. She knows cooking. | She knows how to cook. |
| 18. He forbade me from going to Simla. | He forbade me to go to Simla. |
| 19. We could not but laughing. | We could not but laugh. |
| 20. She left for Bombay on Monday, arriving there on Tuesday. | She left for Bombay on Monday and arrived there on Tuesday. |

Exercise 47

(For IX Class)

- I. (a) Pick out the Infinitives, Participles and Gerunds in the following sentences ;
1. He worked to please me.
 2. We found him stealing your books.
 3. Gambling is a vice.
 4. You do nothing but laugh.
 5. Let me do it.
 6. The wounded soldiers were brought to the hospital.
 7. It is a withered flower.
 8. I congratulated him on his having won a scholarship.

- (b) 1. You had better decide this question.
 2. This house is to let.
 3. Playing at cards is his favourite hobby.
 4. Having done my work, I went to the playground.
 5. Seeing is believing.
 6. Praising all is praising none.
 7. Children love making mud-houses.

II. Correct the following :

1. I saw the storm approach.
2. Being a very hot day, I did not move out.
3. He asked her go back.
4. She bade me to go.
5. A rolled stone gathers no moss.
6. Stop to talk, please.
7. You are right to think so.
8. I request you to kindly allow me to go.
9. This water is fit for drinking.
10. We could not help laugh.

III. Use the Verbs given in the brackets in the correct form :

1. They agreed (join) our party.
2. He denied (have) stolen the pen.
3. What is worth (do) is worth (do) well.
4. I don't want (force) you (do) it.
5. Would you mind (post) this letter ?
6. Do you intend (keep) him (waiting) ?
7. I saw him (do) this.
8. On my way to school, I met my friend (name) Krishan.
9. I object to your (go) there.
10. (Bark) dogs seldom bite.

Exercise 48

(For X Class)

(a) I. Correct the following :

1. Going up the hill, an old temple was seen.
2. I request your favour of granting me leave.
3. I advised him to at once call in the doctor.
4. Being very rainy, I did not move out of doors.
5. Standing near my house, a car passed by.
6. He bade him to shut the door.
7. You need not to go.
8. We watched him to go.

- (b) 1. Rising to speak, he received a loud applause.
 2. I intend to go to Bombay.
 3. The Taj is worth to see.
 4. He repented to do it.

5. I avoid to go there.
6. I do not like him coming at this time.
7. He prevented me to go there.

II. Use the correct form of the Verbs given in brackets :

1. He tried (find) the right answer.
2. The boy pretended (be) ill.
3. He denied (commit) a mistake.
4. We decided (vote) for Mr. Rajiv Gandhi.
5. Please excuse me from (attend) the class.
6. He is interested in (collect) stamps.
7. She did not consent (marry) him.
8. They did not like me (go) there.
9. He avoided (see) me.
10. They are used to (sleep) in the sun.
11. Sita expected (get) a first class but missed (get) it.

III. Combine the following sentences by using Infinitives, Participles and Gerunds :

1. He has gone to the market. He wants to buy a book.
2. He finished his home task. He went to the playground.
3. The sun set. We all went home.
4. He saw a dreadful tiger. He ran away.
5. He is poor. He cannot buy a motor car.
6. We arrived late. We found the hall empty.
7. The gate keeper opened the door. We entered.
8. He works hard. He wants to stand first in the examination.
9. The thief saw the policeman. He took to his heels.
10. It is good to swim. It is better to ride.
11. He is in the habit of telling a lie. We hate him.

□

The Sentence Connectors or Linkers

LINKERS or Connectors are those words which connect words, phrases, and clauses with other words, phrases and clauses. They are termed as Conjunctions also.

Study these sentences :

1. (a) Ram met me **and** talked about you.
(b) He worked hard **but** he could not succeed.
2. (a) I said **that** I did not know him.
(b) You cannot succeed **unless** you work hard.

In the above sentences, we see that the words *and*, *but*, *that*, and *unless* are used to join words and sentences. Such words are called Linkers or Connectors.

(i) Kinds of Linkers or Conjunctions

In sentences, in Group (1), the conjunctions, *and*, and *but* join sentences. But the sentences, they join, are sentences of equal rank. They are, therefore, called **Co-ordinate Conjunctions**.

In sentences in Group (2), the conjunctions *that* and *unless* also join sentences. But the sentences, they join are not of the same order or rank. They join a sub-ordinate or dependent clause to a Principal or Main clause. They are, therefore, called **Sub-ordinate Conjunctions**.

1. **Co-ordinate Conjunctions** can be divided into :

- (a) **Cumulative**—Such conjunctions join together two Co-ordinate Clauses. They are *and*, *too*, *as well as*, *now*, *well*, *no less than*, *but—and*, *not only—but also* etc. ; as

1. Gardening is *not only* recreative *but also* profitable
2. Shankar, *no less than* Hem, is wise.

- (b) **Alternative**—These present a *choice* or alternative between two statements ; as,

1. *Either* he *or* his sister has knocked at the door.
2. Board the train *otherwise* you will miss it.

Such conjunctions are *either—or, neither—nor, otherwise, or, else, etc.*

Adversative—These conjunctions are used to introduce *contrast* between two statements.

These connectives usually are :

Still, however, whereas, but, nevertheless, yet, only, while etc.
as,

1. Khuller is weak, *still* he will defeat Manohar.
2. He was old, *nevertheless* he walked five kilometres at a stretch.

(d) **Illative**—These are those which show that one statement or fact is proved or inferred from the other. They are : *Therefore, for, so then, consequently, etc.*

Examples—1. He was guilty, *therefore* he was punished.

2. Take water *for* no man can live without it.

I. Use of some Important Co ordinate Conjunctions :

1. **Both—and** : *Both* he *and* his brother did this work in the meeting
2. **As well as** : Radha *as well as* her friends was present.
3. **Not less than** : He, *not less than* you, is to blame.
4. **Not only—but also** : *Not only* the principal *but also* the students were given sweets.
5. **None but** : *None but* the brave deserve the fair.
6. **Either or** : *Either* you *or* he has helped him.
7. **Neither nor** : *Neither* you *nor* I am wrong.
8. **Otherwise** : Come in time *otherwise* you shall be marked absent.
9. **Whereas** : I failed *whereas* my brother passed the examination.
10. **However** : He made a mistake, *however* he was pardoned.
11. **Nevertheless** : He worked very hard, *nevertheless* he failed.
12. **Therefore** : He has stood first in the examination, *therefore* his class-fellows respect him.
13. **Consequently** : He fell¹ out with his brother and *consequently* he left home.
14. **For** : It is autumn *for* the leaves of the trees are falling off.

2. Sub-ordinate Conjunctions express :

- (a) **Time**—*While, before, after, since, so long as, as long as, untill, till, when, after, etc.*

- Examples—**1. We shall serve him *as long as* we are alive.
2. He will help me *when* I am in trouble.

(b) **Manner or Extent—***as, so far as, as far as, according as, as if, etc.*

- Examples—**1. He is a bachelor *as far as* I know.
2. Hamlet behaved *as if* he were mad.

(c) **Cause—***because, since, as, etc*

- Examples—**1. He cannot attend school *because* he is ill.
2. *Since* he is weak in his studies, he works till late hours.

(d) **Purpose—***so that, that, in order that, lest, etc.*

- Examples—**1. Walk carefully *lest* you should stumble.
2. He works hard *so that* he may stand first in the class.

(e) **Condition—***if, provided or provided that, unless, supposing, in case, whether, etc.*

- Examples—**1. *If* you help others, God will help you.
2. I shall not attend the function *unless* he invites me.

(f) **Effect or Result—***so—that, that, etc.*

- Examples—**1. It rained *so* heavily *that* the tanks were flooded with water.
2. The milk is *so* hot *that* I cannot drink it.

(g) **Comparison—***so—as, as—as, than, no less than, etc.*

- Examples—**1. Take milk *as* much *as* you like.
2. He is to blame *no less than* I.

(h) **Place—***Where, wherever, whence, as, etc.*

- Examples—**1. The police will follow the thief *wherever* he goes.
2. I shall go with you *where* you go.

(i) **Concession or Contrast—***Though, although, however, even if, wherever, whichever, etc.*

- Examples—**1. You cannot win the prize, *however* hard you may try.
2. *Though* he is poor yet he is an honest man.

(ii) **Use of some Important Subordinate Conjunctions :**

Since : As a Conjunction, it can be used to express either *reason* or *time* ; as,

- (a) *Since* you have money, I shall accompany you. (Reason)
(b) It is a year *since* we left Bareilly. (Time)
(c) Many changes have occurred *since* India became free. (Time)

Note : When *since* is used to express *time*, it has Present Indefinite or Present Perfect Tense before it and Past Indefinite Tense after it.

Lest : *Lest* implies *fear of* or *so that—not*. It introduces an Adverb Clause of Purpose ; as,

Work hard *lest* you should meet with failure.

However : It can be used both as a Co-ordinate and a Subordinate Conjunction ; as,

- (a) The Principal advised him not to appear in the examination : *however* he appeared. (Co-ordinate)
- (b) *However* much you may struggle, you cannot defeat him. (Subordinate)
- (c) *However* honest he may be, he will sacrifice others' interests for his own. (Subordinate)

Note : When *however* is a co-ordinate Conjunction, it occurs somewhere in the middle of the sentence. When it is used as a Subordinate Conjunction, it precedes some adverb or adjective.

Unless : It means *if not*. Therefore, no negative is used after it ; as,

- (a) *Unless* he makes amends for his past follies, he will not be trusted.
- (b) Do not pay him money *unless* he asks for it.

While : It expresses *time* but it can also be used to show contrast ; as,

- (a) The bee worked *while* the cricket sang. (Contrast)
- (b) The monitor acted rudely *while* the teacher was away. (Time)

As if : It is used to express a mere supposition and the verb that follows it is in subjunctive mood ; as,

- (a) The culprit behaves *as if* he were innocent.
- (b) The girl walks *as if* she were lame.

No sooner than : It has the same meaning as *as soon as*. It should be, however, remembered that *no sooner* is followed by *than* and not *when* ; as,

- (a) *No sooner* did the guard whistle *than* the train steamed off.
- (b) *No sooner* does the peon ring the bell *than* the boys go into their class-rooms.

Hardly...when : It must be remembered that *when*, and not *than* follows hardly ; as,

Hardly had he stepped out *when* he came across his friend.

I had *hardly* taken the food *when* I felt stomach-ache.

Note : *Scarcely* is followed by *before* in like-manner.

Than : As a Subordinate Conjunction *than* brings in ellipsis ; as,

1. Nirmal sings better than her sister (sings)
2. My father likes me more than (he likes) my brother.

2. Noun clauses are usually introduced by subordinate conjunction or linker *that* and also by interrogative words such as : How, when, why, what, who, which, whose, whom etc.

Example : 1. I know that he has stood first.

2. I cannot understand *when*, *how* or *why* he has done it.
3. Have you heard who has come ?
4. Can you tell me which is the shortest route to the railway station ?
5. I do not remember whom I gave the book.
6. Let us try to find out what he has come for.
7. We want to know whose pen is this.

3. Adjective clauses are not introduced by subordinate connectors or conjunctions but by (a) relative pronouns, such as, *who*, *whom*, *whose*, *which*, *that* and (b) Relative Adverbs, such as :

when, *how*, *why*, *where*, *while*, and *whence* etc.

The Relative Pronouns and Relative Adverbs while introducing Adjective clauses are preceded by Noun as their antecedent.

- Examples :** (a) 1. The beggar who was greedy asked for money.
 2. This is the boy whom the teacher gave a prize yesterday.
 3. The boy whose sister won the prize is a friend of mine.
 4. The book which I have read is very good.
 5. Can you describe the man that you saw there ?
- (b) 1. I noted the time when he came.
 2. I cannot explain the way how he has solved this problem.
 3. I know the reason why he has gone home.
 4. Have you seen the place where he lives ?
 5. I should not disturb him at the time while he is busy.
 6. I can tell his birth-place whence he came.

Common Errors in the Use of Conjunctions :

Incorrect	Correct
1. Walk carefully lest you may not fall.	Walk carefully lest you should fall.
2. Art has no other aim but beauty.	Art has no other aim than beauty.
3. No sooner I reached the station, the train steamed off.	No sooner did I reach the station than the train steamed off.
4. No sooner I am out, the students make a noise.	No sooner am I out than the students make a noise.
5. Unless he does not give up bad habits, he cannot succeed.	Unless he gives up bad habits, he cannot succeed.
6. Such boys who do not work hard fail.	Such boys as do not work hard fail.
7. He is neither good at speaking nor at writing.	He is good neither at speaking nor at writing.
8. He as well as his brothers are intelligent.	He as well as his brothers is intelligent.
9. Although he tried his best but he could not succeed.	Although he tried his best yet he could not succeed.
10. Not only Sita but also her parents was present.	Not only Sita but also her parents were present.
11. Wait for me until I do not come.	Wait for me until I come.
12. Supposing if he fails, what will happen ?	Supposing (or if) he fails, what will happen ?
13. Work hard so that you should get distinction ?	Work hard so that you may get distinction ?
14. Hardly he had stepped out than it began to rain.	Hardly had he stepped out when it began to rain.
15. When he came to me then I helped him.	When he came to me, I helped him.
16. The patient died before the doctor arrived.	The patient had died before the doctor arrived.
17. I know the boy whose has come	I know the boy who has come.
18. The person which came is known to me.	The person that came is known to me.

Exercise 49
(For IX Class)

I. (a) Combine the following sentences using the conjunctions given within brackets :

1. He believes in *ahimsa*. He will kill the snake. (though)
2. Most of the villagers cannot read. They cannot write. (neither—nor)
3. My father dislikes my habits. He loves me. (but)
4. Tenzing and Hillary were overjoyed. They had reached the summit. (when)
5. Run fast. You may not miss the train. (lest)
6. This chair is beautiful. It looks durable also. (both—and)
7. She mistook me for her brother. Her friend also did the same. (as well as)
8. He studies by fits and starts. He will not succeed. (if)
9. He was quite tired. He carried on work. (still)
10. You will not accomplish the task. You may try as hard as you can. (however)
11. He has done it. I know the reason. (why)
12. I gave the book to a boy. I do not remember his name. (whom)

- (b)
1. He reached late. He was marked absent. (Therefore)
 2. Mend your ways. You will come to grief. (otherwise)
 3. He was expelled. He used unfair means. (because)
 4. The doctor arrived. The patient died. ('hardly' or 'as soon as')
 5. He is very poor. He is very generous. (yet)
 6. He was present. His brothers were also present. (as well as)
 7. He was punished. He was fined. ('not only—but also')
 8. The boy wears a cap. He is my brother. (who)
 9. The girl has complained to the Principal. Her book has been stolen. (whose)
 10. Sita has played a mischief. Rani has played a mischief. Either of the two has done so. (Either—or)
 11. He lives at a place. I know the place. (where)

II. Fill in the blanks, choosing words from the following list :

But, who, whose, why, how, as well as, no sooner—than, if, therefore, so that.

1. I do not know—he is absent today.

2. I am feeling unwell—I cannot go to school.
3. He—you was marked absent.
4. He met me—he did not speak anything.
5. The boy—father came to see the Principal is my friend.
6. —did he reach here—it began to rain.
7. I cannot understand—he has solved this sum.
8. He ran very fast—he might catch the train.
9. I can be successful—you help me
10. Do you know—has entered the hall.

III. Correct the following :

1. Run fast lest you may miss the train.
2. Such students who shirk work fail.
3. Although he is rich but he is miserly.
4. No sooner I reached the station, the train started.
5. Hardly the thief had reached home then the police caught him.
6. Wait here until he does not come.
7. You cannot succeed unless you do not put in hard work.
8. I cannot understand why has he done this ?
9. Neither you or I are wrong.
10. Ram as well as his sister were present there.
11. He asked me that where his sister was.

IV. Complete the following sentences :

1. I do not know——
2. No sooner did he reach the station——
3. You should work hard——
4. He is poor——
5. Either you——
6. Hurry up——
7. She donates heavily——
8. Let us try to find out——
9. ——however he was pardoned.
10. Not only the Principal——
11. No one can harm you——.

Exercise 50

(For X Class)

I. Combine the following sentences, using the linkers given in brackets :

1. It rained heavily. The tanks were filled with water.
(so—that)
2. The doctor arrived. The patient had died.
(before)
3. You can struggle as much as you can. You can never defeat him.
(However)

4. They tried hard. Their object was to reach the top. (so that)
5. Be brave. You will not be able to face the difficulty. (otherwise)
6. Most of the villagers cannot read. They cannot write. (neither—nor)
7. My father dislikes my habits. He loves me. (but)
8. I want to go to England. There lives my brother. (where)
9. Please go there. Have a talk with him. (and)
10. He is poor. He is honest. (but)

II. Insert suitable Conjunctions in the blanks :

1. Khrushchev thought—the western powers would not suspend nuclear tests.
2. —the cat is away, the mice play.
3. The house stands—that tree stood.
4. Pt. Nehru was held in high esteem both by the Government—by the public.
5. She gives alms to the poor—she is a rich woman.
6. Mr. Sinha is neither a scholar—a sportsman.
7. The English knew—they were few in number—they attacked the enemies.
8. Many changes have occurred in education in Delhi—the Senior Secondary School scheme was introduced.
9. He would rather die—submit to injustice.
10. The thief hid himself behind the almirah—he should be seen.

III. Use the following Conjunctions in the sentences of your own :

Hardly—when, no sooner—than, not only—but also, so—that, such that, as well as, either—or, no less than, neither—nor, in order that.

VI. Correct the following :

1. No sooner I reached the station, the train started.
2. Run hard lest you may not miss the train.
3. Ram as well as his friends have reached.
4. Hardly he had stepped out than the roof fell down.
5. Not only the teacher but also the students was late.
6. Although he worked hard but he could not stand first in his class.
7. Neither you nor I are in the wrong.
8. I do not know that why he was failed.
9. He has lost his book because he weeps.
10. Come in time otherwise you should be marked absent.
11. You cannot get first division unless you do not work hard.
12. We eat so that we should live.

IV. Complete the following sentences :

1. I do not know—
2. ———than I ran away.
3. Either you or——
4. Although he tried his best——
5. ———lest you should fall down.
6. He as well as you——
7. Hari, no less than Ram——,
8. Run hard so that——
9. He would have stood first if he——
10. Come in time otherwise——
11. She is intelligent but——
12. No sooner did the principal enter the room.

V. Fill in the blanks, choosing words from the following list :

How, why, which, whom, who, whose, that, what.

1. Let me show you——we can solve it.
2. I know the boy——book is lost.
3. We could not understand——he said.
4. I know the name of the child——is playing in the play-ground.
5. The principal asked Rani——she was late.
6. The thief——stole your radio set has been caught.
7. The Headmaster asked the students——of them had been absent the previous day.
8. The poor boy——I helped with a few books has won the prize.
9. Can you tell me——is the best book among all these ?
10. I cannot describe the way——he has solved the problem.



Formation of Words—I

I. Formation of Nouns from Verbs

<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>
Abide	abode	Close	closure
Add	addition	Collect	collection
Admit	admittance	Compare	comparison
	admission	Consider	consideration
Advertise	advertisement	Create	creation
Advise	advice	Criticise	criticism
Agree	agreement		
Allot	allotment	Defend	defence
Amuse	amusement	Depart	departure
Apply	application	Destroy	destruction
Appoint	appointment	Determine	determination
Approve	approval	Die	death
Arrive	arrival	Differ	difference
Ascend	ascent	Dig	ditch
Assist	assistance	Discover	discovery
Assure	assurance	Disturb	disturbance
Attend	attention	Do	deed
	attendance	Drink	draught
Attract	attraction	Drive	drove
Bathe	bath	Eat	eatable
Behave	behaviour	Educate	education
Bless	bliss	Elect	election
Bite	bite, bit	Endure	endurance
Breathe	breath	Enjoy	enjoyment
Bury	burial	Examine	examination
		Exceed	excess
Carry	carriage	Except	exception
Choose	choice	Express	expression
Civilize	civilization	Fail	failure

<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>
Feed	food	Pay	payment
Flow	flood	Permit	permission
Fly	flight	Please	pleasure
Free	freedom	Pray	prayer
Forgive	forgiveness	Prepare	preparation
		Press	pressure
Give	gift	Propose	proposal
Go	gait	Protect	protection
Govern	government	Prove	proof
Grieve	grief		
Grow	growth	Receive	reception
			receipt
Hate	hatred	Refresh	refreshment
Heal	health	Refuse	refusal
		Remain	remainder
Invite	invitation	Remove	removal
Judge	judgment	Satisfy	satisfaction
		See	sight
Know	knowledge	Sell	sale
		Serve	service
Laugh	laughter	Settle	settlement
Learn	learning	Sing	song
Lend	loan	Sit	seat
Like	likeness	Solve	solution
Live	life	Sow	seed
Lose	loss	Speak	speech
		Steal	stealth
Marry	marriage	Strike	stroke
Mix	mixture	Succeed	success
Move	motion		
	movement	Tell	tale
Multiply	multiplication	Think	thought
		Trace	track
Obey	obedience	Try	trial
Object	objection		
Occupy	occupation	Weave	web
Oppose	opposition	Wed	wedding
		Weigh	weight

II. Formation of Nouns from Adjectives

<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>
Able	ability	Bitter	bitterness
Absent	absence	Brave	bravery

<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>
Busy	business	Needy	need
Clean	cleanliness	New	newness
Cold	coldness	Obedient	obedience
Cheap	cheapness	One	oneness
Dear	dearth	Patient	patience
Different	difference	Polite	politeness
Dry	dryness	Poor	poverty
Empty	emptiness	Popular	popularity
Equal	equality	Present	presence
Faithful	faithfulness	Pure	purity
False	falsehood	Quick	quickness
Fertile	fertility	Rapid	rapidity
Foolish	foolishness	Real	reality
Free	freedom	Red	redness
Grand	grandeur	Regular	regularity
Great	greatness	Safe	safety
Happy	happiness	Secret	secrecy
High	height	Short	shortness
Hot	heat	Silent	silence
Ignorant	ignorance	Splendid	splendour
Important	importance	Strong	strength
Just	justice	Sweet	sweetness
Lazy	laziness	True	truth
Local	locality	Vain	vanity
Long	length	Weak	weakness
Loyal	loyalty	Wide	width
Moral	morality	Wise	wisdom
		Young	youth

III. Formation of Verbs from Nouns

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
Advice	advise	Black	blacken
Apology	apologise	Blood	bleed
Bath	bathe	Cage	encage
Beauty	beautify	Camp	encamp

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
Circle	encircle	Joy	enjoy
Class	classify	Justice	justify
Cloth	clothe		
Courage	encourage	Knee	kneel
		knot	knit
Danger	endanger		
Deed	do	Length	lengthen
Dew	bedew		
Drop	drip	Mass	amass
		Memory	memorise
Fame	defame		
Force	enforce	People	populate
Friend	befriend	Practice	practise
Fruit	fructify	Price	prize
		Prison	imprison
Grass	graze		
		Sale	Sell
Hand	handle	Sympathy	sympathise
Haste	hasten		
Head	behead	Terror	terrify
		Throne	enthrone

IV. Formation of Verbs from Adjectives

<i>Adjectives</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Verbs</i>
Able	enable	Low	lower
Bitter	embitter	Mad	madden
Broad	broaden	Mean	demean
Cheap	cheapen	Moist	moisten
Dark	darken	New	Renew
Dear	endear	Prophecy	Prophecy
Deep	deepen	Pure	purify
Fat	fatten	Quick	quicken
Fertile	fertilize	Rich	enrich
Fresh	refresh	Ripe	ripen
Glad	gladden	Safe	save
Hale	heal	Sharp	sharpen
Hard	harden	Short	shorten
Hand	handle	Sick	sicken
Ill	ail	Soft	soften
Just	justify	Strong	strengthen
Large	enlarge	Sweet	sweeten
Less	lessen	Wide	widen
Little	belittle		
Long	prolong		

V. Formation of Adjectives from Nouns

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
Air	airy	Force	[forcible forceful]
Angle	angular	Fortune	fortunate
Angel	angelic	Friend	friendly
Attention	attentive	Fruit	fruitful
Beauty	beautiful	Fun	funny
Blood	bloody	Fury	furious
Body	bodily	God	godly
Book	bookish	Grace	graceful
Brother	brotherly	Grass	grassy
Burden	burdensome	Greed	greedy
Business	busy	Grief	grievous
Child	childish	Habit	habitual
Cheer	cheerful	Hand	handy
Circle	circular	Harm	[harmful harmless]
Cloud	cloudy	Haste	hasty
Comfort	comfortable	Heart	heartly
Cost	costly	Health	healthy
Courage	courageous	Heaven	heavenly
Coward	cowardly	Hill	hilly
Day	daily	Hero	heroic
Dead	deadly	Hunger	hungry
Distance	distant	Ice	icy
Drama	dramatic	Imagination	[imaginary imaginative]
Duty	dutiful	Industry	[industrious industrial]
Ease	easy	Joy	joyful
East	eastern	Knot	knotty
Economy	economical	Labour	laborious
Education	educational	Limit	[limited limitless]
Energy	energetic	Lord	lordly
Envy	envious	Love	[loving lovable]
Example	exemplary	Luxury	luxurious
Expense	expensive		
Faith	[faithful faithless]		
Fame	famous		
Finance	financial		
Fever	feverish		
Fire	fiery		
Flower	flowery		
Fool	foolish		

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
Man	manly	Risk	Risky
Mercy	[merciful merciless	Sand	sandy
Medicine	[medicinal medical	Sanitation	sanitary
Memory	memorable	Sense	sensible
Merit	meritorious	Shade	shady
Miser	miserly	Shame	[shameful shameless
Month	monthly	Silver	silvery
Mother	motherly	Skill	skilful
Mountain	mountainous	Smoke	smoky
		Society	social
Nation	national	Sorrow	sorrowful
Nature	natural	South	southern
Need	needful	Star	starry
Nerve	nervous	Station	stationary
Noise	noisy	Storm	stormy
Number	numerous	Study	studious
		Success	successful
		Sun	sunny
Objection	objectionable	Sympathy	sympathetic
Oil	oily		
Origin	original	Table	tabular
		Talk	talkative
Pain	{painful painless	Taste	{tasty tasteful
Palace	palatial	Terror	terrible
Parent	parental	Thirst	thirsty
Peace	peaceful	Thorn	thorny
People	populous	Time	timely
	{pitiable piteous	Trouble	troublesome
Pity	{pitiless pitiful	Truth	truthful
Play	playful	Use	[useful useless
Power	[powerful powerless		
Practice	practical	Value	valuable
Profit	profitable		
Progress	progressive	Week	weekly
Proverb	proverbial	Wind	windy
		Winter	wintry
Quarrel	quarrelsome	Wonder	wonderful
		Wool	woollen
Rain	rainy	World	worldly
Religion	religious	Wretch	wretched
Respect	[respectable respectful	Year	yearly
		Youth	youthful
		Zeal	zealous

Exercise 51

(For IX Class)

I. (a) Form Nouns from :

Bathe, attract, fail, choose, drive, please, know, laugh, weigh, receive, sit, free, lazy.

(b) Form Adjectives from :

Taste, nature, talk, play, miser, faith, heal, shorten, refresh, ease, south.

(c) Form Verbs from :

Strong, cloth, ripe, joy, grass, fruit, knee, circle, blood, pure, safe, low, new.

II. Fill in the blanks with suitable form of the word given in brackets :

1. We_____ourselves very much. (joy)
2. The cattle are_____in the field. (grass)
3. You_____your life by going out at dead of night.
4. The roaring of the lion was_____in the forest. (risk)
5. This magazine is issued_____ (week)
6. This boy is very_____ (talk)
7. We_____ourselves with fruit. (fresh)
8. His hard work did not_____ (fruit)
9. The fruit has_____ (ripe)
10. The banks are giving_____to the poor workers. (lend)

Exercise 52

(For X Class)

I. (a) Form Nouns from the following and use them in sentences :

Arrive, grow, agree, new, young, popular, tell, speak, abide, attend, choose, flow, elect, fly, strike, free, young, regular, bury, permit, lend, weigh.

(b) Form Adjectives from the following and use them in sentences of your own :

Child, fever, coward, play, economy, abuse, blood, courage, duty, health, idiom, mountain, study, smoke, pity, comfort, day, quarrel, south.

(c) Use the Verb forms of the following :

Fruit, grass, terror, knee, deep, ill, ripe, prison, long, case, little, circle, new, bitter, apology, dead, drop, joy, fertile, glad, hand, mad, prophecy.

II. Fill in the blanks in the second sentence of each set with appropriate form of the word given in *italics* in the first sentence :

1. He made a wrong *choice* of candidates.
He _____ wrong candidates.
2. This ornament is of great *value*.
This ornament is very _____
3. Please *permit* me to go to see the cinema show.
Please give me _____ to go to see the cinema show.
4. The naughty boy gives me a lot of *trouble*.
The naughty boy is very _____
5. He was punished for being *absent* from school.
He was punished for his _____ from school.
6. Please give me some *advice* to grapple with this problem.
Please _____ me to grapple with this problem.

III. Fill in the blanks with suitable form of the word given in brackets :

1. I welcomed him _____ (joy)
2. There is a great _____ between them. (differ)
3. I have no _____ of going there. (Intend)
4. We have _____ all our friends. (Invitation)
5. _____ makes a man perfect. (Practise).
6. He made an _____ to my proposal. (Oppose).
7. I do not know the _____ to this problem. (Solve)
8. The _____ to this hill is very tiresome. (Ascend)
9. He is _____ to risk his life. (Determination)
10. Raja Ram Mohan Rai made many _____ reforms.
(society)
11. He _____ to me. (Apology)
12. We should be _____ in every affair. (economy)
13. His being _____ to the country made him _____
(Loyalty, popularity)
14. Her _____ face _____ all. (Beauty, attraction)
15. His pleasing manners _____ him to all. (Dear)



Formation of Words—II

PREFIXES, SUFFIXES AND COMPOUND WORDS

Prefixes and Suffixes enrich a language by forming new words to convey new or more comprehensive ideas. The syllables placed before a root to make new words are called **Prefixes** ; those placed after are called **Suffixes**.

A word in its simplest form is called a **Root** ; as, man, bad, ill. Words formed by making a change in the root ; as food—feed, sing—song ; or by adding prefixes or suffixes ; as, throne—dethrone ; dark—darkness are called **Derivatives**.

Some of the most important prefixes which help in the formation of new words are given below :

(A) **A—**(on, with, from, up) : a-sleep ; a-bed ; a-rise ; a-go ; a-round ; a-far.

Ab—(not) : ab-normal.

A—, An—(without) : a-pathy ; an archy.

Al—(all) : al-most ; al-one ; al-mighty.

Ante—, Anti—, An—(before) ; ante-date ; anti-cipate ; anti-que ; an-cestor.

Anti—, Ant—(against) ; anti-social ; antagonist.

Arch—(chief) : arch-bishop ; arch-traitor.

Auto—(self) ; auto-car ; auto-graph ; auto-biography.

Be—, Em—, En, Im—(to make or to cause) ; be-friend ; em-power ; en-dear ; im-prison.

Be—(makes adverbs, prepositions, etc.) : be-side ; between ; be-cause.

Bene—(well) ; bene-fit ; bene-volence.

Bi—(two) : bi-cycle.

Circum—(around) : circum-ference.

Con—, Col—Cum—Cor—(with) : con-tract ; col-lect ; com-mit ; cor-rect.

Contra—(against) : contra-dict.

De—, Dis—, Un—(down from ; reversal) ; de-scent ; de-throne ; dis-mount ; dis-honest ; dis-obey ; un-do.

Demi—, Hemi—, Semi—(half) : demi-god ; hemi-sphere ; semi-circle.

Dia—(through) : dia-meter ; dia-gonal.

E—, Ex—(out of) : e-lect ; ex-tract.

Em—em-power, em-bitter.

Ex—(loss of office) : ex-king ; ex-minister.

Extra—(beyond) : extra-ordinary.

Fore—(before) : fore-see ; fore-sight.

In—, ig—, il—, im—, ir—, un—(opposite or not) :
in-firm ; ig-noble ; il-legal ; im-possible ; ir-regular ;
un-cut.

Inter—(between) : inter-mediate ; inter-vene.

Mal—, Male—(badly) : mal-treat ; male-volent.

Mis—(wrong, bad) : mis-take ; mis-fortune.

Multi—multi-purpose.

N—, Non—(not) : n-either : non-sense.

Out—(surpass) : out-shine.

Over—(too much) : over-act ; over do ; over-ripe.

Para—, Par—(similar or contrary) : para-llel : para-graph ; para-dox.

Peri—(round about) : peri-meter.

Poly—(many) : Poly-gon.

Post—(after) : Post-script ; post-pone ; post-date ; post-graduate.

Pre—(before) : pre-fix ; pre-arranged.

Pro—(for, before) : pro-noun ; pro-mise.

Re—(over again) : re-form ; re-gain ; re-write.

Sub—, Under—(under, beneath) : sub-editor ; under-secretary ; under-ground.

Super—(above) : super-natural.

Sym—, Syn—(with) : sym-pathy ; syn-tax.

Tele—(distance) : tele-gram : tele-phone.

To—(this) : to-day ; to-night.

Trans—(across) : trans-late ; trans-fer.

Tri—(three) : tri-pod ; tri-angle.

Vice—(in place of) : vice-president ; vice-roy.

With—(back, against) : with-hold ; with-stand.

(B) Some of the most important **Suffixes** which help in the formation of new words, are given below :

(i) **to form nouns**

- acy, —cy : accuracy ; secrecy.
- age : postage ; damage ; cottage.
- al : arrival ; trial.
- ance, —ence, —ancy, —ency ; abundance ; diligence ; brilliancy ; decency.
- ar, —ard, —ary, —er, —eer, —or : beggar ; coward ; missionary ; baker ; speaker ; auctioneer ; actor.
- ate, —ite : candidate ; favourite.
- dom : kingdom ; freedom.
- ee : addressee ; payee.
- hood : manhood ; childhood.
- ian, —ion : Indian ; guardian · action.
- ic ; music ; public.
- ism : patriotism.
- ment : complement ; agreement.
- ness : darkness ; goodness.
- our : colour ; labour.
- red : hatred ; kindred.
- ry, —y : bravery ; slavery.
- ship : friendship ; hardship.
- sion, —tion : decision ; reduction.
- th : truth ; health.
- tude : solitude ; gratitude.

(ii) **To form Adjectives :**

- able : lovable ; suitable.
- al : fatal ; national ; mortal.
- an, —ane, —ain : human ; humane ; certain.
- ant, —ent : vacant ; ignorant ; obedient.
- ate : fortunate ; obstinate.
- ar, —ary : solar ; popular ; ordinary ; contrary.
- ed : gifted ; aged ; landed.
- en : golden ; silken.
- ern : northern ; eastern.
- ese : Japanese ; Chinese.
- fic : scientific ; terrific.
- fold : twofold ; manifold.

- ful : useful ; truthful.
- ish : childish ; sweetish ; English.
- ic, ical : comic ; comical ; domestic ; political.
- id : rapid ; timid.
- ive : active ; transitive.
- less : careless ; lawless.
- like : warlike ; childlike.
- ly : kingly ; manly.
- ous : dangerous ; glorious.
- some : handsome ; wholesome.
- teen : thirteen.
- ty : twenty.
- th : sixth.
- y : healthy ; hairy.

(lit) To form Verbs :

- Transitive—ate, —ise(—ize), —ish ; vacate ; realise ; publish.
- Intransitive—ate, —en, —er, —r, —ish : agitate ; happen ; wander ; waver ; perish.
- Causative—en, —fy, —se, —y ; widen ; fasten ; beautify ; purify ; cleanse, rinse ; sully.
- Frequentative—le, —k : handle ; twinkle bark ; talk.

(iv) To form Adverbs :

- es, —ce, —s, —se, —st : sometimes ; hence ; needs ; else ; against.
- long : headlong ; lifelong.
- ly : badly ; sweetly ; freely.
- re : here ; there ; where.
- ther : hither ; thither.
- ward, —way, —wise ; homeward ; anyway ; otherwise.

(v) To form Diminutives :

- cule, —icle : animalcule, article.
- el, —en, —le ; parcel ; maiden ; circle.
- et, —ot : floweret ; pocket ; chariot.
- ette ; cigarette.
- ie : lassie.
- kin : lambkin ; napkin.
- let : booklet ; leaflet.
- ling : gosling ; duckling.
- ock, bullock ; hillock.

—ule : capsule.

—y : daddy ; baby.

(C) Formation of Compound words :

A word in its simplest form is called a **Root** ; as, man ; bad ; ill ; see ; in ; for.

Other words are formed from Roots by adding one word to another ; as, *black-board* ; *ink-pot* ; *oil-lamp* ; *snow-white* ; *red-hot*.

Words so formed are called **Compound Words**. Compound Words have three forms :

(a) In which the parts are connected by a hyphen, as, *bull-dog* ; *ring-leader* ; *pick-pocket* ; *left-handed*.

(b) In which the parts are not separated by a hyphen as, *passport* ; *butterfly* ; *midnight*.

(c) In which not only the hyphen is not used but also one or both parts are slightly modified : as, *holiday* (*holy day*) ; *handful* (*hand full*) ; *awful* (*awe full*) ; *partake* (*part take*).

Exercise 53

(For IX Class)

- I. (a) Form new words by adding prefixes to them and use them in sentences of your own :
ordinary, power, obey, do, friend, sleep, cycle, see, shine, day.
 - (b) Form new words by adding suffixes to them and use them in sentences of your own :
Dark, fortune, truth, pay, arrive, brave, north, two, law, six.
 - II. Fill in the blanks with suitable words derived from the ones given in brackets :
1. The government is trying to curb——(social) element.
 2. I have purchased a new——(cycle).
 3. He is——(fortune) enough to win the prize.
 4. Everybody has a liking for a (beauty)—thing.
 5. He should not drink——(pure) water.
 6. Have you read the——(biography) of Gandhiji.
 7. It has two——(advantages).
 8. He is a (mischief)—Beware of him.
 9. We should not do——(legal) things.
 10. His (child)—talks pleased me much.

Exercise 54

(For X Class)

1. (a) Form new words by adding prefixes to them and use them in sentences of your own :

Regular ; pure ; natural ; ordinary ; government ; glorious ; biography ; king ; legal ; tell ; pass ; sense ; war ; literate ; long ; form ; angle ; see ; hold ; circle ; fortune.

- (b) Form new words by adding suffixes to them and use them in sentences :

Real ; force ; sense ; fortune ; free ; foolish ; hard ; president ; mischief ; beggar ; marry ; treat ; book ; north ; act ; lone ; beauty ; health ; glory ; hate ; patriot ; post ; child ; two ; fate ; friend.

2. (a) Give ten compound words and use them in sentences.

- (b) Add words to the following to make compound words :
Light ; day ; head ; heart ; name ; pick ; by ; port ; lamp ; leader.

- (c) Use prefixes and suffixes to express by single words the meaning of the following phrases :

Full of danger ; an instrument for sending or receiving sound or voice ; cost of posting letters ; that which is not ordinary ; that which cannot be seen ; the life story of a person written by himself ; worthy of love ; one who keeps good health ; one who begs ; that which is not possible ; a cycle with three wheels ; an inhabitant of India ; to put into prison ; one who does not care for anything ; one's love for one's own country ; to reduce the price.

3. Fill in the blanks with suitable words derived from the ones given in the brackets :

1. Astrologers claim to——(tell) the future.
2. Are you an——(America) or a——(Russia) or an——(India) ?
3. It was an——(ordinary) meeting.
4. The corporation is trying to (wide)——————the roads.
5. Johnny fell (head)——into the water.
6. They were talking of——(natural) things.
7. Our neighbour is a (quarrel)——person.
8. We cannot learn (easy)——how to speak English well.
9. The (fame)——leader was arrested.
10. You should go through the——(biography) of Mahatma Gandhi.

□

Punctuation is derived from the Latin word '*Punctum*' meaning a point. It means the right use of putting in **Points** or **Stops** in writing in order to make the meaning of a sentence clear. The meaning is many times confused without proper stops. The difference can well be seen from the example given below :

"Mohan," asked the father, "why were you absent from the school today?"

When wrongly punctuated it may stand thus :

Mohan asked the father, "Why were you absent from the school today?"

The following are the principal points, stops or marks used in Punctuation :

1. Full stop	(.)
2. Comma	(,)
3. Semicolon	(;)
4. Colon	(:)
5. Note of Interrogation	(?)
6. Note of Exclamation	(!)
7. Apostrophe	(')
8. Dash	(—)
9. Brackets	()
10. Hyphen	(-)
11. Inverted Commas	(" ")

1. The Full Stop

The Full Stop indicates the longest pause and separation. It is used in the following cases :

1. **At the end of a declarative or an imperative sentence :** as,
 - (a) Life is full of ups and downs.
 - (b) Speak the truth.

2. **After abbreviations and initials :** as,
B.A. (for Bachelor) ; M.P. (for Member of Parliament).
3. **After numberings and letterings or paragraphs or sections :**
as,
(1). (2). (a). (b).

2. The Comma

The comma represents the shortest pause. It is used in all kinds of sentences. It is used :

1. **To separate a series of the same part of speech, the last two being connected by 'and' ;** as,
Bipan, Shyam, Jetha and Kundan are students of the same class.

Note : A comma is generally not placed before the word preceded by 'and'.

2. **To separate each pair of words connected by 'and' ;** as,
He treated alike rich and poor, weak and strong, high and low, old and young.
3. **After a nominative of address ;** as,
May I come in, Sir ?
4. **After an absolute construction or Participle Phrase ;** as,
The sun having set, we all went home.
5. **To mark off words or phrases in apposition ;** as,
Pt. Jawaharlal Nehru, the Prime Minister of India, was one of the greatest men of the world.

Note : **The comma is not used :**

- (a) When the name and the descriptive title form one name ;
as, Ashoka the great.
- (b) When a general name is placed before the name proper ;
as, the Emperor Akbar.
6. **To mark off two or more adverbs or adverbial phrases coming together ;** as,
Then, at length, fortune began to smile at him.
7. **To mark off phrases, clauses and parenthetical expression inserted in a sentence :** as,
Bipan, to tell you the truth, is innocent in this matter.
8. **To indicate the omission of a word, especially a verb ;** as,
To err is human ; to forgive, divine.

9. To mark off words or phrases like however, indeed, after all, therefore, no doubt ; as,
He is, no doubt, a gentleman.
10. To separate Direct speech from the rest of the sentence ; as,
"Forward, men," said the General, "and face the foe bravely."
11. To separate short Co-ordinate clauses of a compound sentence : as,
Men may come, and men may go, out I go on for ever.
12. Before Co-ordinate Conjunctions ; as, but, only, else, otherwise, etc. ; as,
His attitude was good, otherwise I would have taught him a lesson.
13. Before a Continuative relative clause ; as,
I met my friend, who (=and he) gave me the message.
14. To separate an adverb clause from the principal clause ; as
If he had helped me, I would have been thankful to him.
15. To separate two or more noun clauses or adjective clauses ; as,
I did not know who he was, what brought him there and how I could help him.
16. To separate a Noun clause—whether subject or object—preceding the verb ; as,
How he has passed that examination, is a mystery to me.
17. (a) To separate an Adjective clause used in the non-defining sense ; as,
The students, who had been lazy, were fined.
(b) A Comma should be used when a long adjective clause is separated from the principal clause ; as,
Many men, who have been nurtured in the hard school of poverty and have suffered terrible hardships in their youth, have often acquired greatness.
18. After both the Prepositions or Adjectives used with a single noun ; as,
He is obedient to, and afraid of his officer.
19. To mark off 'Yes', 'no', 'well', etc. ; as,
Yes, I have finished it.

20. **When the same word or phrase is repeated for the sake of emphasis ; as,**
Blow, Blow, thou winter wind.
21. **To separate the day of the month from the year ; as,**
The 21st of July, 1984.
22. **To mark off explanatory phrases ; as,**
The room is rectangular, six metres in length, four metres in breadth and four metres in height.
23. **To separate a long subject opening a sentence from the verb ; as,**
His inability to take part in the match owing to his long illness, was regretted by all.
24. **When a conjunction is omitted, a comma is used in its place ; as,**
Although he is poor, he is not mean.

3. The Semicolon

The Semicolon indicates a pause longer than a Comma and shorter than a full stop. It represents a compromise between the Comma and the Full stop. It is used.

1. **To separate long co-ordinate clauses ; as,**
The sky grew dark ; the clouds began to thunder ; the lightning began to flash ; it began to rain in torrents.
2. **To separate co-ordinate clauses joined by conjunctions such as, otherwise, therefore, new, only, nevertheless etc. ; as,**
They had to run hard ; otherwise they would have missed the bus.
3. **To separate the clauses of a compound sentence when they contain a comma ; as,**
As Caesar loved me, I weep for him ; as he was fortunate, I rejoice at him ; as he was valiant, I honour him.
4. **To separate series of loosely related clauses ; as,**
Today we love what tomorrow we hate ; today we seek what tomorrow we shun ; today we desire what tomorrow we fear.
5. **To separate pairs of words each separated by a comma ; as, Listen, hear ; gate, gait , stationery, stationary.**

4. The Colon

The Colon indicates a still greater pause than that expressed by the Semicolon. It is used :

1. **To introduce a quotation** ; as,
Shakespeare says : "Sweet are the uses of adversity".
2. **Before an additional or appended remark** ; as,
He is a thorough gentleman : such a man is a valuable asset to the institution.
3. **To separate two contrasts** ; as,
Man proposes : God disposes.
4. **Before enumeration examples etc.** ; as,
The chief towns of India are : Bombay, Calcutta, Madras and Delhi.
5. **To introduce a statement in explanation of the previous statement in the earlier part of the sentence** ; as,
He has mastery over a number of subjects : English, History, Economics and Civics.

5. The Note of Interrogation

The Note of Interrogation is used instead of the full stop after a direct question ; as,

Have you finished your work ?

Note : The Note of Interrogation is not used :

After a polite request ; as,
Would you grant me leave for two days.

6. The Note of Exclamation

The Note of Exclamation is used after a word or phrase or at the end of a sentence which denotes a sudden feeling of joy, sorrow, surprise, anger, or a wish. It is usually put after exclamatory words, phrases and sentences ; as,

- (a) Hurrah ! we have won the match.
- (b) May you live long !

Note : When the Interjection 'O' is placed before the nomination of address, the note of exclamation is put after the noun of the sentence ; as,

O father ! pardon me.

7. The Apostrophe

The Apostrophe is used :

1. **To indicate the omission of a letter or letters** ; as,
Don't (do not) ; I'll (I will) ; Can't (cannot).

In the Genetive or Possessive case of nouns ; as,
Sita's shirt ; Children's toys.

2. To form the Plural of letters and figures ; as,
Three 2's make six.
3. When a word is shortened ; as,
Tho' (though),

8. The Dash

The Dash is used :

1. To mark a break or a sudden change of thought ; as,
If my husband were alive—but why lament the past ?
2. To resume scattered subjects ; as,
Rich and poor, old and young, high and low—all fought
for freedom.
3. To mark words used in apposition or explanation ; as,
(a) They walked on with all their loads—books, clothes and
boxes.
(b) Everything—wealth, success, peace, happiness—depends
on health.
4. To mark a parenthesis ; as,
At last—to cut the long story short—we reached our
destination.
5. To indicate a long pause for the sake of emphasis ; as,
There is no date to that document—a most significant
omission.

9. The Hyphen

The Hyphen is a much shorter line than the Dash. It is used :

1. To join the parts of Compound words ; as,
Man-servant : father-in-law.
2. To separate fractional parts written in words ; as,
One-third : two-fifths.

10. The Bracket

Brackets are used to mark off a parenthetical sentence in
place of Dashes ; as,

Abou Ben Adhen (may his tribe increase)
Awoke one night from a dream of peace.

11. Inverted Commas

1. **Inverted Commas** are used to enclose the exact words of a speaker, or a quotation ; as,

The teacher said, "The earth moves round the sun."

Note—If a sentence spoken by somebody is interrupted, it should be punctuated as though it were not interrupted ; as,

"Forward, my men," said the General, "and face the foe bravely."

Study carefully the use of inverted Commas in the following sentence :

"Very well," said the father, "but remember, don't do it again."

2. **If a quotation occurs within a quotation, it is marked by single inverted commas ; as,**
He said, "Remember : 'A bad workman always quarrels with his tools.'"
3. **Before and after titles of books, poems, essays, magazines, papers, names of ship, etc ; as,**
'Tales from Far and Near' has been prescribed for the High School students.

12. The Capital Letter

We should use a Capital Letter in the following cases :

1. **The first word of a sentence ; as,**
Work is worship.
2. **The first word of each line of verse ; as,**
Lives of great men all remind as,
We can make our lives sublime.
3. **The first word of a direct quotation ; as,**
He said, "Truth conquers in the long run."
4. **Names of days, months and festivals ; as,**
Monday ; January ; Diwali.
5. **All nouns and pronouns referring to God ; as,**
They all prayed to the Almighty that He might bless their king with a son.
6. **When writing Proper Nouns and their adjective forms ; as**
Bipan ; Delhi ; Himalayas : Americans ; Indians.
7. **The first word after a note of exclamation ; as,**
What a fool he is ! He cannot do this even.

Note : The capital letter is not used when it follows a single word or phrase of exclamation ; as,

Hurrah ! we have won the match.

8. Names of sects, religions, political parties, etc. ; as,
Hindu, Muslim, Sikhism.
9. The title of books, stories, poems, chapters, newspapers, etc. ; as,
The Hindustan Times.
10. Names of languages and subjects ; as,
English, Sanskrit, Commerce.
11. All the words in a heading except articles, propositions or conjunctions ; as,
Life in a Big City.
12. Names of important historical events ; as,
The French Revolution.
13. Names of Public institutions, societies, ships, trains, aeroplanes, buildings, etc. ; as,
The Commerce Society, Ramjas Higher Secondary Schools.
14. The first letter of a personified word ; as,
O Solitude ! O Death !
15. Words used as forms of address ; as,
Dear Sir ; Dear Friend.
16. Titles and certain abbreviations ; as,
Rai Bahadur : Defender of the Faith.

Specimen Examples

Punctuate the following, using capital letters where necessary :

1. Unpunctuated Passage :

in a small house at the end of a narrow dirty lane there lived an old man his wife two sons their wives and an unmarried daughter.

Punctuated Passage :

In a small house, at the end of a narrow, dirty lane, there lived an old man, his wife, two sons, their wives and an unmarried daughter.

2. Unpunctuated Passage :

what are you doing good old woman said the princess i am spinning my pretty child oh how charming let me try if i can spin also.

Punctuated Passage :

"What are you doing, good old woman?" said the princess. "I am spinning, my pretty child." "Oh, how charming! let me try if I can spin also."

3. Unpunctuated Passage :

Savitri said o yama powerful lord thou hast promised my husband and myself a hundred sons how can this be if satyawar be not restored to life i do not wish for heaven itself without my husband give me o yama my husband back and let satyawar live once more.

Punctuated Passage :

Savitri said, "O Yama, powerful lord! thou hast promised my husband and myself a hundred sons. How can this be if Satyawar be not restored to life? I do not wish for heaven itself without my husband. Give me, O Yama, my husband back and let Satyawar live once more."

Exercise 55

(For IX Class)

Punctuate the following, inserting Capital letters where necessary :

- (a) 1. what do you want asked Satish leaving his chair buttoning up his coat and moving towards the door.
2. thank you so much father for taking us there said the children.
3. some are born great some achieve greatness and some have greatness thrust upon them.
4. a public speaker should be cool collected and precise.
5. bring me a light cried he to the maid quick quick.
6. uneasy lies the head that wears the crown says Shakespeare.
7. slowly carefully quietly hardly daring to breathe he passed one sentry after another.
8. be quiet he said and listen to me.
9. go then said the ant and dance the winter away.
10. I turned to look at him his face was white.
- (b) 1. why are you late said the teacher my mother is ill was the reply.
2. alas we are undone.
3. man proposes god disposes.
4. calcutta bombay and madras are the chief cities of India.
5. shahjahan the mughal emperor built the taj the most beautiful mausoleum in the world.
6. for gods sake help my brother in law.
7. mohan the son of shyam sunder is an honest boy.

8. reading maketh a full man speaking a ready man writing an exact man.
9. dont punish prakash he said it was i who whistled.
10. hurrah we have a holiday tomorrow cried all.
- (c) 1. can I get a garden roller in this shop asked the customer yes sir in our hardware department replied the assistant.
2. dear master said the servant dont be angry this time and I will not do such a thing again.
3. my mistress she said what do you want with her i want i replied to speak to her if you please.
4. one evening as the sun was setting a wolf watched his own shadow growing longer and longer what a grand animal i am said the wolf to himself how foolish I am to be afraid of the lion whom they call the king of beasts.
5. they look very fine thought the fox i must have some perhaps i can get some if i jump high enough.
6. Do you really want work said the merchant yes if you have any then follow me and carry this box from the shop to my house.
7. sow an act and you reap a habit sow a habit and you reap a character sow a character and you reap a destiny.
8. john said i am in a hurry i cant spare time.

Exercise 56

(For X Class)

Punctuate the following, inserting capital letters where necessary.

- (a) 1. Quick quick he cried let us run away or he will catch us who will catch us asked the stranger the policeman said he dont you see him over there.
2. Foolish said the officer to his clerk why have you disturbed me for nothing.
3. Everyone began talking at once such a fine wool such a handsome colour what splendid gift will had chosen.
4. Let me help charlie exclaimed of course do you want to go with me to night I am sure I do.
5. Have you among all the beasts a greater benefactor than we are asked a bee of a man yes a much greater replied he.
6. How are you asked my friend very fine thank you said i.
- (b) 1. Mary was any one here last night while we were away a man sir came to speak to atmaram.
2. look at the crowd will said I see father said charlie some body must be hurt or father wouldnt be here will said I wonder who it is.

3. well friend said he why dont you ride if you think it is so pleasant i am forced to walk as i have to carry this lump on my shoulder was the reply.
 4. how far is it to the next stage inquired mr wardle of one of the boys rather more than six miles sir.
 5. I wonder child said the old lady when she saw him that hunger and fear did not drive you home fear grand mamma replied the future hero i never saw fear what is it.
 6. i wish i had lots of money said the wife if one could what he wished for i think i should wish for common sense not for money said the husband.
- (c) 1. one day walking together up a hill i said to friday do you not wish yourself in your own country again yes he said.
2. your son is certainly a boy of ability said the headmaster but it all depends upon you whether he is to do well at school what an extra-ordinary statement said the father how can his progress possibly depend upon me.
 3. wretch said the king what did i do thee that thoust should seek to take my life with thy own hands you killed my father and two brothers replied the man.
 4. here i am now at my ease he said i have a good bellyful tomorrow i can go without eating but what shall i do with all these provisions.
 5. no smoking in this compartment said the ticket inspector i am not smoking was the travellers reply.
 6. get out of my room said the officer i will hand you over to the police no never what have i done that you are bent upon handing me over to the police said the boy fearlessly.
 7. what do you want said the sheikh i have given you money you can save me said the cripple from being trodden on by the people.
 8. when he saw me he said mummy what brings you here.

PART II

Composition

1. Paragraph-Writing
2. Story-Writing
3. Letter-Writing
4. Comprehension (Unseen Passage).

A **Paragraph** is an ordered group of sentences, dealing with one topic. It is a single unit of thought and an essay in miniature. Paragraph-Writing leads to Essay-Writing.

The following are the essential features of a good paragraph :

1. **Unity** : It deals with one main topic or idea. The main idea is often expressed in a single sentence, generally at the beginning. The last sentence sums up the whole paragraph.

2. **Order** : The sentences in a paragraph are arranged in a logical and natural order and all the sentences bear on the topic, taken up.

3. **Variety** : Besides, a good paragraph has variety. It means that the sentences forming a paragraph should differ in length and construction.

4. **Length** : No hard and fast rule can be laid down regarding the length of a paragraph. Short and simple paragraphs are the best.

SPECIMENS

1. The Recess Period

The Recess Period is the most important of all the periods in schools. In our school, it succeeds the fifth period. Although it has the shortest duration yet all welcome it and enjoy it. Not only the students but also the teachers wait anxiously for it. As soon as the bell for it goes, the calm atmosphere is off in an instant and an atmosphere of din and bustle breaks into. The teachers and students leave the class rooms at once. The teachers move towards the staff-room and have their refreshment and gossip with one another. Almost all the students rush towards the play ground. They are jumping and leaping. A smile is playing on their lips. Some are seen bursting out with laughter at funny jokes. Most of the students gather at the canteen and eat something or have tea or cold drinks while others play in the playground. Very few students sit in the class-rooms and refresh themselves with the food, they have brought with them from home. The recess period is over shortly

and the teachers and students move slowly and sadly towards their respective rooms.

2. A Morning Scene

One early morning in May, Harish and I were enjoying a walk on the bank of a canal near a garden. It was twilight, the darkness of the night was creeping out and the daylight was creeping in. A gentle cool breeze was blowing. Not to speak of human beings, even animals and birds had risen from their slumber. The atmosphere was quite calm and peaceful. In a short time, the sun rose and the East was coloured red with the bright rays of the morning sun. The reflection of the newly-risen sun in the calm and clear water of the canal presented a glorious spectacle. The blue sky was remarkably clear. The flower plants in the garden had a beauty of their own. Flowers of different colours were blossoming. The whole garden was emitting sweet fragrance. The green grass looked like velvet. The chirping of the sparrows, the smiling of flowers, the glistening of dew drops, the blowing of cool breeze and the falling of the red rays of the newly-born sun on the tall trees pleased our hearts, refreshed our minds and soothed our souls.

3. The Postman

The postman is one of the most useful public servants. Nobody can deny his utility to the people. Although his salary is small yet his importance is great. He is not highly educated but he can read and write. People can recognise him from a distance because he is dressed in a khaki uniform when he is on duty. He is a man of simple habits. He is polite in speech. He observes regularity and punctuality. He is a messenger of good as well as bad news. People wait for him anxiously when they expect a letter from their dear and near one. He is an honest worker. So he is a popular figure in the area where he delivers ordinary letters, registered letters and money-orders. On important functions, people give him a rupee or two. He is very pleased then. People may not have respect for him but they sympathise with him.

4. Look before You Leap

'Look before you leap' is a well-known proverbial saying. Its truth is admitted on all hands. Even a man in the street knows its importance. This proverb means that we should think over a matter twice or thrice before we plunge into it. 'Haste makes waste', is another well-known saying. Life is an uphill journey. It is full of pitfalls. So, it is essential that we should not rush into doing a thing without thinking. Man is the crown of creation. God has blessed him with a fertile brain. So, we should be guided by our brain in every affair. Deliberation is the key to success. People who begin their work with rashness and thoughtlessness meet with failure. But too much of calculation is also bad. There should be proportion and balance.

5. I Hate Examinations

I am a student and I hate examinations. No student likes them. They are a great curse and bore. Besides, they are not a true test of one's ability. They inculcate bad habits in the students. Students adopt lazy habits. They do not study regularly. They work in their studies when an examination is near at hand. They prepare themselves for the examination by cramming lessons. As soon as the examination is over, they vomit out what they have learnt. Then they are as blank as ever. Besides, they cram some expected questions and run a great risk. Moreover, over-work near the examination tells upon their health. The system of awarding numerical marks is also defective. Long examinations are also a waste of time. They can be replaced by short class tests and numerical marks can be replaced by grades.

6. A Little Knowledge is a Dangerous Thing

'A little knowledge is a dangerous thing' is a proverbial saying. Even a man in the street understands it well. Nobody can deny this fact. This proverb means that a man who has a little knowledge of a thing is a great danger. He is a quack. He knows very little of a thing. His knowledge is shallow. He does not know all the aspects of a thing. The more one learns the more one knows. But he does not try to learn more. He is not open to conviction. He thinks himself to be the master of his subject. He feels proud in his heart of his little knowledge. Therefore he makes serious mistakes and proves a danger to the society. If a doctor is not qualified, he can prove very harmful to his patients. His wrong prescription may be the cause of deaths. Similarly, an unqualified teacher proves dangerous to the nation.

7. A Scene at the Railway Station

The Railway Station is an interesting place. It is a meeting place of relatives and friends. There is great hustle and bustle. Passengers of all religions meet here. Some are there to receive their relatives and friends while others come to see them off. Last Sunday, my mother and I went to the Delhi Railway Station to receive our father. He was coming from Calcutta. We reached the railway station by bus. We went to the booking office. My mother stood in a queue and bought two platform tickets. Then we reached platform No. 4 where the Calcutta Mail was to arrive. The train was late by 15 minutes. The platform was very lively. A lot of passengers were waiting for their trains. The coolies with luggage on their heads were running here and there. There were stalls of news papers and magazines, tea and fruit at the platform. Some passengers were seen at these stalls. Some passengers were talking while other were sitting at the benches. There were all kinds of passengers—men, women and children. The hawkers were crying their things at the top of their voices. I met two of my friends there.

One had come to see off her brother while the other was going to board the train for Ambala. At last, the Calcutta Mail came. Our father alighted from the train. We were happy to receive him. There was a great din and bustle then. We hired a porter and came out of the station. It was a happy experience, no doubt.

8. A Street Hawker

Many hawkers come to our street everyday. The hawker from whom we buy vegetables comes early in the morning. He announces at the top of his voice the vegetables, he has brought in his basket. His voice is musical. The house-wives are waiting for his arrival. They at once open their doors and come out with their colourful plastic baskets to buy vegetables. He stops his bicycle in the middle of the street and uncovers the basket. The house-wives gather around him in a moment and buy all sorts of vegetables—carrots, brinjals, cauliflower, peas and potatoes. They haggle and bargain and pay him for what they buy. Then he covers his basket of vegetables and paddles his cycle to the other street.

9. Caught in a Storm

The day before yesterday, I became an unhappy victim of a storm. I was returning from Shahdara on my bicycle. It was 5 P.M. when I left my friend's house. A furious storm was threatening. My friend warned me and advised me to wait till the storm was over. But I insisted on my coming. I thought I would reach home before the storm could catch me. But I was mistaken. Hardly had I covered a kilometre or so when the storm overtook me. It was a hot and furious storm. I was blinded with dust and thrown off my bicycle. Then I tried to seek some shelter. But no shelter was in sight. I was afraid of standing under a tree lest it should fall down on me. It seemed as if the storm was carrying me and my bicycle on its wings. Somehow I reached the Jamuna bridge. Then it began to rain heavily. I got wet through and through. After some time, the storm abated and the rain stopped. I resumed my ride and reached home quite tired in the darkness of the night.

10. How to Polish Shoes

To polish shoes daily is of great necessity in the modern life. It makes a man look decent. It marks the status of a man. Like shave and bath, it is also the most important routine item. A man takes some care while polishing his shoes. He takes the shoes in his hand one at a time. He rubs off the dust from the shoes with the brush—then he applies his brush on the polish and pastes it on the shoes. He sees carefully that all sides of the shoes are covered with polish. After that he starts rubbing the shoes with the brush, sometimes moving on the right and sometimes on the left. He rubs on till the shoes begin to shine. Then he sprinkles a few drops

of water on the shoes and uses a piece of cloth to give his shoes extra brightness. After that, he goes for a bath.

11. A Visit to a Village

Last year, during the winter-break. I went along with my friend, Ramesh to his village. It was a small village, consisting of about three hundred houses. Most of the houses and roads were kacha. We were served with simple food, milk and butter. The natural scenery and fresh air in the fields were a soothing balm to the eyes and a joy to the heart. I stayed there for three days and enjoyed myself in the lap of nature. The villagers sat down in chowpals and smoked together. They were very simple. There was no sign of fashion. There was no hustle and bustle or din and noise. The village had a primary school but no hospital. The village had only a few modern amenities still it served a great source of refreshment and joy.

12. My Hobby

The word *hobby* means a favourite but useful pursuit which we follow during leisure of the sake for pleasure. It is a must for everybody. It always keeps us busy and a busy life is a happy life. Gardening is my hobby. Fortunately, we have a small piece of land attached to our house. I work there for about half an hour in the evening. I have planted flower plants, vegetables and a few fruit trees there. Sometimes, I dig the ground for sowing seeds, sometimes I hoe the plants while at others I water the plants. In the morning, the glistening of dew drops, the smiling of flowers and the chirping of sparrows refresh our minds and soothe our souls. Gardening has added to the beauty of our house and has proved of economic help to us as we do not have to buy vegetables from the market.

13. An Ideal Student

An ideal student is a good student. He is an embodiment of good qualities. He has a natural burning love for studies. He is good not only at studies but he also takes keen interest in games and extra-curricular activities. He never does things by halves. Punctuality and regularity are the guiding principles of his life. He has qualities of head and heart. He is intelligent as well as sympathetic. He believes in simple living and high thinking. He is frank, bold, respectful and truthful. 'Duty first' is the motto of his life. He bears a good moral character. In short, he is a pride not only of his school in which he studies but also of the family which he belongs to. He becomes an ideal citizen in his future life.

14. A Bad Neighbour

Man is a social animal. He wants society. Therefore neigh-

bours play an important role in our life. Good neighbours are a great blessing but bad neighbours are a great curse. They double our sorrows and halve our joys. Mr. Tara Chand is our left-hand neighbour. He is a government employee, and draws Rs. 500/- a month. He drinks and gambles with his friends daily. They make a lot of noise at night and disturb us. Mr. Tara Chand has more than half a dozen of children and neither he nor his wife has control over the army of their children. They are thieves. They also quarrel and disturb the peace of the street. Thus Mr. Tara Chand is a great nuisance to us. All the people of the street are sick of him.

15. How to Prepare Tea

The use of tea has become universal. It is taken in every home both morning and evening. So it is of great necessity to know how tea is prepared. Making a cup of tea is a simple process. We take water in a kettle according to our need of the quantity of tea. The kettle and the cups to be used are cleaned in the first place. We heat the water till it begins boiling. When the water has boiled for a few minutes, we put tea-leaves into it. Of course, the quantity of tea-leaves to be added will vary according to our taste whether we want strong, light or moderate tea. Then, again, we let the water boil for a minute or two. Now we take down the kettle and pour it into the tea-pot. We put some sugar into the sugar pot, and some milk into the milk-pot. We arrange all these things with cups, saucers and spoons on the table. The tea is ready now to be enjoyed by us.

16. One day, I was going along with my mother to the railway station to receive my father when we met with an accident... Develop it into a paragraph of about 100 words.

There is a heavy rush of traffic at all times in the city of Delhi. Life is insecure here. Last Sunday, I also met with a serious accident. I was going along with my mother to the railway station to receive my father. When we reached the crossing near Novelty cinema, there was a great rush and the policeman was not at his post. The driver of our scooter-rickshaw was trying to overtake a car. A taxi was coming from the opposite direction. It struck against our scooter-rickshaw. The scooter-rickshaw turned turtle. Its driver died on the spot. My mother and I were seriously injured and removed to the hospital. The taxi driver was arrested. It was indeed a great tragedy.

17. It was late in the night. I was passing through a thick forest... Develop it into a paragraph of about 100 words.

It was late in the night. I was on my way to my village. I was passing through a thick forest. When I reached the heart of the forest, fear overcame me. The trees seemed to be giants and small bushes looked like ghosts. The darkness of the night and the lone-

liness of the way, terrified me very much. Fear at my heart as at a cup, my life-blood seemed to sip. All of a sudden, two robbers emerged from behind a bush. They were armed with pistols. Luckily, the barking of hounds was heard and I rose to the occasion. I, at once, cried "Make haste, friends." The robbers thought that the police was after them. They took to their heels and I reached home safe and sound and thanked God.

18. A School Picnic

When we study for days, weeks and even months together, we are fed up with studies. Then we want recreation and a change. Last October, our class went on a picnic along with two teachers. We contributed three rupees each, hired a bus and reached Okhla at 9.30 A.M. Many holiday makers had already reached there. The atmosphere was very peaceful. The water of the Yamuna looked dazzling bright in the light of the sun. Flowers of different colours were tossing their heads on the bank. The branches of the trees were rustling in the cool wind. The twittering of the birds was a sweet music to our ears. At twelve, fruit was distributed among us. At 1 P.M. we did justice to our lunch. Our cultural programme was very nice. At 4.30 P.M. we enjoyed pakoras. Then we set out on our return journey.

19. The Annual Prize Distribution Function

The Annual Day is the most important day in our school. Last year, the Prize Distribution Function in our school took place on the 15th of February. The Lt. Governor of Delhi presided over the function. A beautiful stage was made under a shamiana. The Lt. Governor came at 4 P.M. He was welcomed at the gate by the Principal, teachers and guides. The Principal gardlanded him. When the Lt. Governor reached the stage, the programme started. Two students sang a welcome song. After that, ten students staged a drama. Qawalli was the best of all the items. The Principal read out the Annual report. Then the Chief guest gave away the prizes. He congratulated the prize winners and encouraged the others to work hard. Then tea was served to the guests and the function was over.

20. At about mid-night, I dreamt. In my dream, I found myself in a royal stable... Develop it into a paragraph of about 100 to 120 words.

At about mid-night, I dreamt. In my dream, I found myself in a royal stable. There I saw a beautiful wooden horse. It was a magic horse, but I could not think of it. I rode it eagerly. It began to rise slowly and slowly. I was frightened out of my wits. I shouted at the top of my voice. People gathered on the ground below. But they were helpless. The magic horse went on flying for three days and three nights. Death stared me in the face. On the fourth day, the magic horse landed in a beautiful garden. I thanked my stars. When

I tried to pluck an apple to satisfy my hunger, a giant thundered at me. Out of fear, I cried and realised that it was only a dream.

SPECIMENS

(For X Class)

21. If I were the Principal

It is very important for a person to have an ambition. Life loses its charm without it. Different people have different ambitions. I desire to become the Principal of a school. If, by good luck, I become the principal, I shall try to make myself an ideal Principal. *Duty first* shall be my Motto. I shall do my best to do my duty towards the children, teachers, parents and the society. I shall look to the all-round development of the students—physical, mental and moral. I shall attach much importance to discipline. Peaceful atmosphere is very necessary at schools. Extra-curricular activities and moral and spiritual training will receive proper attention. I shall see that all work is done in co-operation because co-operation is the key to success in every affair. The students, in this way, will become good citizens in their future life.

22. A Wedding in the Family

Wedding is a very happy function. It gives us an opportunity to meet our relatives and friends. Last Sunday, the marriage of my sister took place. It was celebrated with great pomp and show. A bright coloured shamiana was set up and carpets were spread. The whole street was beautifully decorated. The marriage party came singing and dancing. We received them at the gate and garlanded them with the reciting of the mantras by the priests. Then they were served with a nice dinner. At 1 A.M., the fire was lit up and the marriage ceremony was performed. Early in the morning, my parents and relatives bade farewell to the bride, bridegroom and others. Thus, the wedding was over.

23. Books

Books are our constant companions. They soothe a perplexed mind. Different kinds of people read different kinds of books. Reading good books increases our knowledge, widens our outlook and sharpens our intellect. It is a great source of happiness and pleasure. It transports us into a delightful world. It is a panacea for all mental agon es. Good books guide us to the right path of life. They give us a glimpse of the lives of great men which make our life sublime. They make us cultured and refined. Lucky is he who has got the habit of reading books. The habit of reading good books is a jewel which adorns not only our personality but also our life. In short, reading books is an ever-bubbling fountain of happiness.

24. A Hot Summer Day

Summer days are usually hot. The 23rd of June was extremely hot. It was very close in the morning even. People were perspiring. Hot winds began to blow at 9 A.M. It was unbearably hot by 12-00 noon. The markets, streets and lanes looked deserted. The main bazars of Delhi were marked by the absence of hustle and bustle. The curtains were down at the front of the shops. The roads were burning. They presented a scene of hell. The corridors were badly congested. The labourers and hawkers were restless in the shade of the walls. Cold drinks and ice-cream were in great demand. Men, women and children were confined to homes. A horse was lying dead at a crossing. The day's temperature touched the mark of 117°F. There was no decline in the intensity of heat towards the evening as well. Even the night was uneasy and restless.

25. Work is Worship

'Work is worship' is a well-known saying and a true one too. It literally means that a man, who wants to worship God, should do some noble work. There are, however, persons around us who like to pass a few hours in the meditation of God in loneliness. Such persons go to the shrines, temples and all sorts of religious places which, they feel, can alone bring them closer to God. But they are sadly mistaken. Mere prayer or shutting their eyes to imagine a picture of God in their minds will not stand them in good stead. To my mind, it will be nothing but a wild goose chase if they set themselves to it alone. No doubt, it helps a man in concentration. But God has created man not to be idle but to be active and up-and-doing. He should do good to others, and share their joys and sorrows. God can be pleased best, if we are able to evolve an atmosphere of good-will, love and happiness around us. Idleness or laziness or doing bad or evil deeds takes us to destruction and ruin. We must do our duty whole-heartedly whatever it may be. Duty is beauty and it must be done even at the cost of life. Thus it can be asserted that by virtue of our righteous and noble work, we carve our way to heaven and contribute to the happiness of others as well.

26. Rome was not built in a Day

Rome is one of the most beautiful cities of the world. It is well-known that it has grand and lofty churches, grand palaces and public places which have a fine blend of art and beauty in them. A person who visits the city is greatly impressed with its beauty and grandeur. But in the early stage, there must have been a few huts and small buildings here and there. It was only by degrees that people were able to improve the conditions. Behind its present dignity and grandeur lies the story of the ceaseless and untiring efforts of her people who were always anxious to make it great and grand.

Nothing can happen in the twinkling of an eye. A person must work hard with firmness and patience to make good achievements. A scientist cannot hope to make a new invention unless he puts his shoulders to the wheel and performs experiments quite undismayed with failures in the initial stage. The Taj which is today one of the wonders of the world owes its existence to hundreds of workers and architects who worked day and night to build it. Likewise, success can come to us if we work in a determined manner and apply ourselves heart and soul to our work.

27. An Idle Brain is the Devil's Workshop

'Work is workshop' is an old proverbial saying. Its truth is admitted on all hands. It means that a man should be always busy in doing something useful. 'A busy life is a happy life' is another proverbial saying. A busy man keeps the worries at bay. Infact man is a thinking machine. If it is not used properly it is rusted or damaged. A man is apt to become a devil, when he does not try to find an outlet of his pent up energies or when he does not direct his thinking power towards doing something useful in life. The beast in him in his idle hours makes him play the role of a devil and he begins to think or do all nasty things which are harmful to the people living around him.

28. Pleasures of Reading

Pleasures of reading books are numerous. They are good friends. They stand by us in weal and woe. The habit of reading is the best habit or hobby especially for the students. It keeps a man usefully busy and a busy life is a happy life. It increases our knowledge, widens our outlook and sharpens our intellect. We, sitting in the library, feel as if we were in the company of great men of the past. We can learn a good many lessons by peeping into their life. Books guide us to the right path of life. The habit of reading books is a great blessing. It transports us to a delightful world. It is a panacea for all mental worries. In short, it is an ever-bubbling fountain of happiness.

9. The Spring Season

The spring season is the pleasantest of all the seasons. It may rightly be called the Queen of Seasons. In India, the spring season lasts for about three months—February, March and April. The Basant day marks the advent of Spring. At its approach, the sun begins to shine brightly in the cloudless, blue sky. Nature appears gay and happy all-round. The grass begins to put forth its fresh tiny blades. New leaves begin to spring out on the plants which had been fleeced by merciless Autumn. The trees put on a new green uniform and the flower plants give birth to pretty flowers of shining hues and sweet fragrance. Thus Spring, like youth, is the happiest period and all welcome it heartily.

30. Wonders of Science

Wonders of Science are too many. By means of the wonderful, fertile brain which God has bestowed upon man, he is discovering everyday wonderful things from the treasure of nature. So science is progressing by leaps and bounds. It has conquered time and space by making the means of communication and transport easier. It has also made human life colourful by means of interesting programme on the radio and television. It has worked wonders in the domain of medicine too. It has lengthened human life and shortened mortality. The invention of electricity is another feather in its cap. The progress in the conquest of space is a matter of great pride for India. Thus the blessings of science are innumerable.

31. The Morning Walk

An early morning walk is very useful for producing and maintaining health. 'A healthy mind is found in a healthy body's is a proverbial saying. It is a light exercise. It gives strength to the body and removes the sluggishness. The cool morning breeze refreshes the mind and pleases the spirit. If the morning-walker happens to go in a garden, he is charmed with its beauty. Birds are chirping there on the branches of the trees. The air is filled with the sweet fragrance of flowers. The beautiful smiling flowers and grassy lawns are a feast to his eyes. The dew-drops on leaves, flowers and grass shine like pearls in the rays of the rising sun. It is dawn now. Birds begin to fly from their nests. The morning walk keeps the walker active the whole day and he does his duties well.

32. A Night Before the Examination

An examination is a great curse. It is a terror to the bright as well as weak students. I am a mediocre student. My ninth class examination was to take place on the 7th of April. The first paper was that of English. The night preceeding the 7th April. was terrible for me. I studied till mid-night. Then I went to bed but I could not sleep. Thoughts of success and failure filled my mind. The scene of the examination hall came before my eyes. The figures of the invigilators haunted my mind. I was turning my sides on my bed. In truth, I spent the night in counting stars. It was 4 A.M. when I fell into a sound sleep. Then I dreamt. In my dream I was revising my lesson. At 6 A.M. I was awakened by my mother as it was my examination day.

33. A Rolling Stone Gathers no Moss

'A rolling stone gathers no moss' is a well-known proverbial saying. It means that a man who behaves like a rolling stone and

does not stick to one place or purpose cannot prosper. It reminds us of another important saying, 'Art is long and time is short'. Success everywhere requires patience and perseverance. Persistent devotion to work is necessary. Fickle-mindedness brings about failure. A man learns by experience and experience comes only when he sticks to a particular type of work for a certain length of time. He should not switch on too quickly from one thing to another. Prime Ministers, generals and administrators are not made in a day. They are seasoned people. They have a lot of experience to their credit.

34. Flowers

Keats said "A thing of beauty is a joy for ever". Many other poets have expressed the same idea though in different words. Flowers represent beauty. They are of various shades and colours. Flower plants give birth to pretty flowers of shining hues and sweet fragrance. Their beauty attracts each and every person. They add a spirit of romance and colour in the lives of the people. Flowers are used on happy occasions because they symbolise new life and happiness. They are also used on sad occasions because of their fragrance. Wreaths of flowers are placed on the dead bodies and on the memorials of the great men to honour the great work they did. A garden, having flowers of beautiful hues and sweet fragrance, gives us the scene of paradise on earth. But it is very sad that flowers wither so soon.

35. The Aeroplane

The aeroplane is a recent invention. It has a boat like appearance and has a propeller, wings and wheels. Before it flies, it runs along the ground. It is driven by petrol. When it flies high up in the sky, it looks like a bee. Usually, it flies at the rate of three hundred miles an hour. From a distance, it looks a very beautiful and strong thing. People travel by it for pleasure as well as business. Its utility, in the modern world, has been recognised by one and all. It carries passengers as well as mail. By means of it, man has conquered time and space. Now, a man can have his breakfast in Delhi, lunch in Bombay and dinner in Calcutta on the same day. In this way, it has made the world short. It is also used in wars and brings about destruction. But it is not to blame.

36. A Scene at the Railway platform before the arrival of the train.

One October evening my mother and I went along with our father to the Main Delhi Railway Station to see him off ... Develop it into a paragraph.

One October evening, my mother and I went along with our father to see him off who had to board the train for Calcutta.

The scene at the booking office was terrible. There was a great rush of passengers to purchase tickets. Jostling and pushing was frightening. We hired a coolie and reached the Platform No. 6. The platform was alive with the passengers. Some were moving up and down and some were chanting merrily. All were anxiously waiting for the train. The hawkers were shouting at the top of their voices. In the meantime, the arrival bell sounded and the signal was down. The whistling of the engine was heard from a distance. In a few minutes, the train arrived and confusion prevailed. Coolies with luggage on their heads were running. Passengers were running helplessly from one compartment to another. Luckily, my father got a good seat near the window in the 1st class compartment. The guard whistled and the train began to move, accelerating its speed.

37. Importance of Games

The importance of games is admitted on all hands but it should not be carried too far. They have many-fold advantages. They produce health and maintain health and a healthy mind is found in a healthy body. Games are also the best means of recreation. An hour's play, after study, removes all dullness and gives relaxation and change of occupation. Besides, they develop character. They teach endurance and toleration. They give training in discipline, organisation and co-operation. These things make the students good citizens in their future life. Healthy children tower over their class-mates and become leaders in life. To cap all, games provide an opportunity to the youths to get together in a healthy atmosphere and live up to the motto 'Ever Forward'. They bring the nations nearer and provide understanding and cement friendship. Therefore each boy and girl should play some game.

38. The Role of Students in Free India

The students have to play an important role in Free India. They have to do a lot to raise their country high. They are the future hope and aspiration of their country. The youths, studying in schools and colleges, are gems and jewels of the nation. It is the foremost duty of every student of India to make himself or herself worthy of the rights and claims as a citizen of India. All students must train themselves in ideal citizenship *i.e.* acquire training in discipline, patience, co-operation, toleration, and other human virtues. They should develop themselves physically, mentally and morally in order to do service to their motherland. Social service should be their motto of life. They should regard the school or the college the training place to acquire good qualities. *Work and service* should be their guiding factors in order to be good citizen of India.

39. Discipline

The importance of discipline is recognised everywhere. It is a kind of training that produces self-control, obedience, co-operation

and orderliness. It produces a congenial atmosphere in which there is all smooth-sailing. It is the keynote of success. It is based on a sense of duty. Duty is obedience to conscience. So discipline springs from within. To become disciplined men, we should have self-control, obedience to our superiors and co-operation with others. Discipline is necessary everywhere—in schools, in a family, in an institution and in the army. In the army, there is blind obedience. A soldier's duty is not to ask how or why but to do and die in the battle-field. Blind obedience is not required in other spheres. Discipline should be self-imposed. It should not be forced from outside by means of fear. Right discipline springs from within by means of harmony.

Exercise 57

(For IX Class)

Write a paragraph on the following in about 100 words :

1. A Morning Walk.
2. The Postman.
3. Your Way to School.
4. No Pains, no Gains.
5. A Scene at the Milk-booth.
6. An Aeroplane.
7. Pleasures of cycling down a Hill.
8. How to prepare Tea.
9. A Scene at a Bus-stand.
10. A Scene outside the Examination hall just after the Paper is over.
11. Recess Period in the School.
12. A Sun-set Scene.
13. An Idle brain is the Devil's Workshop.
14. A Rainy Day.
15. How I spend my spare time.
16. My Visit to a Hospital.
17. When I was coming home from the market, I saw thick smoke rising above the lofty buildings in the east. I rushed at once and reached the spot. A huge building was on fire.
18. How I spent my last Sunday.
19. A Scene at the Railway Platform before the Arrival of the Train.
20. The Market in my Town.

21. A Hot Summer Day.
22. A Street Accident.
23. A Morning Scene.
24. A Walk on a Moon-lit Night.
25. The Policeman.
26. How to mend the Puncture of a Bicycle.
27. A sorrowful Day of the Country.
28. It was late in the night when my brother and I were coming back home from a picture house. All of a sudden, we were attacked by two robbers.....

Exercise 58

(For X Class)

Write a paragraph on the following in about 100 words :

1. Necessity is the Mother of Invention.
2. News Papers.
3. Your Way to School.
4. A Scene at the Railway Platform before the Arrival of the train.
5. No Pains, no Gains.
6. A Rolling Stone gathers no Moss.
7. Make Hay while the Sun shines.
8. A Stitch in Time saves Nine.
9. How I spent my last Sunday.
10. The Aeroplane.
11. Work more, talk less.
12. Holidays are to be enjoyed.
13. Pleasures of cycling down a Hill.
14. How to prepare Tea.
15. A Wedding Scene.
16. A Scene at a Bus-Stand.
17. The teacher was a bit late. There was an ugly scene in the class room. Suddenly, the Principal entered the class-room. Describe what happened next.
18. A scene outside the Examination hall after the Paper is over.

19. Crossing a River by Boat.
20. The Sun was setting when we were on the Bank of the Yamuna.
21. An Idle Brain is the Devil's Workshop.
22. Uneasy lies the head that wears the Crown.
23. A Hot Summer day.
24. Morning Assembly in your School.
25. Our Family.
26. Your Hobby.
27. You reached the school late by fifteen minutes. You were produced before the Principal. Describe the situation.



Interesting stories have a charm of their own. They are meant to amuse, entertain, delight and to point a moral.

Story-writing is a very useful art. It is a form of composition which is at once interesting and instructive. It needs constant practice, the play of rich imagination and a ready power of invention.

Story-writing consists of two main parts—the plot and the language. Although the plot is more important than the language yet the story cannot have the glow of life unless and until it is clothed in a beautiful language.

While writing a story, particular attention should be paid to the following points :

(a) Much attention should be paid to the order of events in the plot.

(b) Various points in the plot are to be connected in a natural way.

(c) All missing details are to be filled in by using imagination freely.

(d) The conclusion of the story should be made striking.

(e) The story should be written in simple, correct and idiomatic English in the past tense except where specially required otherwise.

(f) The paragraphs of the story should lead one to the other to make it a well-knit whole.

(g) Every story should have a suitable heading.

The only way to produce such a story is to write it as if the writer saw the incidents actually happening before his eyes.

This chapter has been divided under the following heads :

(a) Developing a story from the given outline.

(b) Completing a story from an incomplete outline.

A. (1) Stories from the given outline :

1. A bee drinking at a stream—falls into the water—a dove

throws a leaf—bee saved—after some days a hunter passess that way—aims at the dove—the bee sees his friend in danger—stings the hunter—aim missed—dove saved.

Completed Story :

The Bee and the Dove

A bee lived in a garden. She lived with her friends in a beehive. Once it was the month of June. She felt thirsty. A stream flowed nearby. She reached there to quench her thirst.

As she sat on the bank of the stream, unluckily, she slipped and fell into the water. A strong wave carried her away from the bank. A dove was seeing all this from a tree. She was moved to pity. She, at once, plucked a large leaf from the tree and placed it on the water near the bee. The bee came on the leaf, dried her wings and flew away. In this way, the dove saved the life of the bee.

Some days passed by. A hunter passed that way. He saw the dove, sitting on the branch of a tree. He aimed his gun at the dove. The bee was seeing all this. She felt that her friend's life was in danger. She, at once, flew from her hive and stung the hunter at his hand. The gun fell down and went off. The aim was missed. Hearing the bang of the gun, the dove flew away. In this way, the bee saved the life of her friend.

Moral : Do good, have good.

Outline :

2. A lion asleep in a forest—awakened by a mouse—lion angry—about to kill it with his paw—the mouse begs for mercy—promises to pay back his kindness—the mouse set free—some time after, the lion caught in a trap—the mouse gnaws the rope and releases him—lion grateful to the mouse—moral.

Completed Story :

The Lion and the Mouse

It was the noon of June. The sun was shining brightly in the sky. A lion, having a hearty meal, was enjoying a sound sleep in the shade of a banyan tree. There was the hole of a mouse near-by. The mouse felt hot inside the hole. It came out to enjoy fresh air.

To its surprise, it saw the lion sleeping soundly. It ran across his body and awakened him. The lion got angry at the rude courage of the mouse. He caught hold of it in his paw and was about to kill it. The mouse realised the danger. It began to plead for its life. It said, "Please forgive me ; I shall certainly pay back your kindness." The lion burst into laughter and said, "What can a

little thing like you do for me ?” But all the same, he forgave it and let it go.

Some months passed by. One day, a hunter came into the same forest. He was armed with a gun. He set a trap to catch the lion. The lion was caught in the trap. He struggled hard to free himself but all in vain. He became helpless. Then he roared loudly.

Hearing the lion's roar, the mouse came out of its hole at once. It saw that the lion was in a miserable condition. It made up its mind to repay the kindness of the lion. So, it began to gnaw the ropes of the trap with its sharp teeth. It cut the ropes and set the lion free in a very short time. The lion was very grateful to the mouse.

Moral : One good turn deserves another.

Outline :

3. A merchant travelling with a bag of money in a forest—sudden downpour of rain, grumbles—robber with a gun, the gunpowder wet—merchant escapes—moral.

Completed Story :

Good Out of Evil

Once upon a time, a rich merchant was riding home from a fair. He had a bag containing a huge sum of money. After a few minutes' riding, he came to a thick forest. All of a sudden, the sky was overcast with dark clouds. It began to drizzle but the merchant did not care for it.

The evening was creeping out. The thickness of the forest added to the darkness of the night. Besides, it began to rain in torrents. The merchant was drenched to the skin. His condition was now miserable. He began to grumble at the weather and the darkness of the night. He also began to blame God.

Shortly after, a robber armed with a gun came out of the bushes and stood before him. On seeing him, the merchant was frightened out of his wits. His life was in danger but he was helpless. The robber aimed at him and pulled the trigger. But the gun did not go off as its powder had got wet. The merchant spurred his horse and was off in the twinkling of an eye.

Moral : Good sometimes comes out of evil.

Exercise 59

(For IX Class)

Develop stories from the outline given below :

1. An elephant—daily taken to the river for a bath and drink—passes by a tailor's shop—gets something to eat—one day,

the tailor angry—pricks a needle into the trunk—elephant annoyed—fills trunk with dirty water—returns—floods the tailor's shop—conclusion.

2. A clear pool of water—stag drinking—admires his beautiful horns—despises his thin legs—hunter with hounds—stag flees—horns caught in a tree—stag caught—his dying thoughts.
3. A father has only one son—pained to see him fall into evil company—father tries to reform him—purchases fine mangoes—promises to give him the mangoes the next day—puts a rotten mango among them—next day—the boy complains—all mangoes rotten—father's reply—moral.
4. A slave named Androcles—ill-treated by his master, runs away—takes shelter in a cave—sees a lion, groaning in pain—a thorn in his right foot—takes out the thorn—the lion relieved of pain—the slave caught—is ordered to be put before a hungry lion—a public show—the lion is let loose—it licks the hands of the slave in gratitude—moral.
5. Robert Bruce, King of Scotland—suffered defeats many times at the hands of the English—dejected in cave—spider's fall—nine fruitless attempts—perseveres—success—Bruce takes heart—makes another attempt—efforts crowned with success—Moral.
6. An old man teaches his quarrelsome sons the lesson of unity—takes a bundle of sticks—his sons unable to break the bundle—the bundle untied—sticks broken easily—moral.
7. Two friends—set out on a journey—promise to help each other—pass through a forest—see a bear—one climbs up a tree—the other lies down on the ground breathless—the bear comes and takes him for a dead man—goes away—His friend climbs down the tree and asks, "what did the bear say to you?"—He replied—"Do not trust a false friend."

Exercise 60

(For X Class)

1. A famine—a rich man distributes loaves of bread among the poor children—tells them to have one each—struggle for the largest—a little girl stands and waits—takes the smallest—one day, the girl's mother finds silver coins in the loaf—the girl returns them—the richman says, "It is your reward." moral.
2. A cap-seller sleeps under a tree—caps by his side—wakes up—caps gone—looks up—sees monkeys wearing caps—takes his

own cap off his head—throws it down—monkeys imitate—recovers all his caps—conclusion.

3. (a) A rich man's son comes back from a famous university with more folly than learning.
 (b) Parents at supper—two fowls—"I can prove these to be three."
 (c) "This is one—this is two and two and one make three."
 (d) Father takes the first fowl—mother takes the second—the invisible third goes to the son.
 (e) Son's reflection—the moral.
4. A lion casts hungry eyes upon a well-fed ass—a cock gives the alarm—lion startled—takes flight—runs away—the conceited ass pursues the lion—is devoured—moral.
5. Sir Issac—pet dog—fond of him—a friend comes—both go out for some time—the pet throws the lighted candle—papers burnt—Sir Issac back—sees it—feels sorry—loss great.
6. Girl in carriage—horse shies—why? bolts off—imminent danger—youth passing by—presence of mind—girl saved—her gratitude—crowd's applause—Moral.
7. A Brahman carrying a goat on his shoulders—three rogues determined to take it—Each, turn by turn, asked him why he was carrying a dog—The Brahmin was convinced that it was a dog—threw it down—the rogues had a good feast.

(B) Develop a story from the following incomplete outline :

1. Abou Ben Adam—a pious man—a moon-lit night—enjoying a sound sleep—sees an angel writing something in a book of gold—on asking, learns that he is writing the names of those who love God.....

Completed Story :

Abou Ben Adam

Abou Ben Adam was a pious man. One moon-lit night, he was enjoying a sound sleep in his room. The atmosphere was very peaceful. Abou dreamt. In his dream, he saw a stranger in his room. The stranger was writing something in a book of gold.

Abou was surprised to see him, But the loneliness of the room made him bold. He asked the stranger who he was and what he was doing. The stranger replied to him that he was an angel. God had sent him there and he was writing the names of those who loved God. Abou, then, enquired of him if he had written his name. The angel answered that his name was missing in the list.

Abou pulled a long face to hear this. But he requested him to write his name in the list of those who loved their fellow-men. After that, the angel disappeared.

Next night, the angel appeared again. He showed Abou the list of those whom God had blessed. Abou's joy knew no bounds to see that his name was at the top of the list.

Moral—To love our fellow-men is to love God.

2. Wolf drinking water at a rivulet—lamb drinking lower down—wolf wanted excuse to attack the lamb—accused lamb of making water muddy.....

Completed Story :

The Wolf and the Lamb

A shepherd was grazing his goats and sheep in a pasture. It was June noon. A lamb felt thirsty. It, at once, reached a rivulet which flowed near-by. It began to quench its thirst with the cool and clear water of the rivulet.

By chance, a wolf also appeared there and began to drink water on the upper side. He caught sight of the lamb and his mouth began to water. He began to think of an excuse for killing it.

He said to the lamb, "Why are you making muddy the water that I am drinking?" The lamb replied, "Sir how can I make the water muddy when it is running from you to me?" The wolf, now, had no answer to give. But he, at once, thought of another excuse and said to the lamb, "But why did you abuse me last year?" "I am nine months old, Sir ; I was not born then. How could I abuse you last year?" replied the lamb. Then the wolf said, "It must be your father or mother. I was insulted and there is no doubt about it."

Saying this, the wolf rushed upon the lamb, tore it to pieces and ate it up.

Moral : When one intends doing a thing, one can find out a pretence for doing it.

(C) Developing a story from the given beginning :

3. One day, a rich man gave a splendid feast to the Brahmins. After the feast, the Brahmins were given gifts of ghee, milk and flour in earthen pots. Buddhu put the pot on the ground and said to himself. "I must sell them....."

Completed Story :

Buddhu—The Day Dreamer

When Buddhu had gone some distance, he put the pot on the

ground and said to himself, "I must sell the provisions and then what shall I do with the money? I must buy a she-goat with it. And what will this she-goat do? She will bring-forth kids and in a short time I shall have a flock of them. Then I shall sell my flock and with that money, I shall buy some cows. My cows will produce calves and these I shall sell for a good price. Thus I shall grow rich."

Then, he further thought to himself, "People will know of my wealth in a short time. Some rich Brahmin will give me his daughter in marriage and I shall have a number of children in due course. My wife will bring costly gifts from her parents. But I won't tolerate if she feels proud and insults me. I shall teach her a lesson like this."

Saying these words, he waved his stick with all his might and struck the earthen pot. The pot was broken and the things therein were scattered over and lost. Thus, Buddhu, the fool, shattered, in a moment the foundation of his vain dreams.

Moral : Do not build castles in the air.

Exercise 61

(For IX Class)

Complete the following stories from incomplete outline :

1. A snake frozen by cold—found by a village—take home.....
2. A fox falls into a well—can't get out—invites goat—says water very sweet.....
3. A hungry fox—sees a crow with a piece of meat—wishes to have it.....
4. A camel and a jackal two friends—jackal takes the camel across the river—sugarcane field—soon satisfied—begins to howl.....
5. A poor wood-cutter but honest—one day, cutting down a tree on the bank of a river—axe falls into the stream—weeps—Mercury, the god of water feels pity.....
6. Rainy season—heavy downpour—a little boy goes to the stream to enjoy the sight of flood—he finds the bridge washed away—hears the uproar of a railway train.....
7. A hare invites a tortoise to dinner—tortoise reaches late—Hare calls him a lazy fellow—challenges him to a race—hare sleeps under a shady tree.....

Exercise 62

(For X Class)

1. A boy jumps over a garden wall—climbs up a large apple

tree—Master comes—places a terrible dog at the foot of a tree—the master goes back and sees.....conclusion.

2. Three suitors come to marry a princess—the minister advises the King to marry her to the prince who brings the most wonderful thing—the three suitors go in search of the most wonderful thing..... conclusion.
3. A mouse—makes friends with a frog—frog plays a mischief—ties the leg of the mouse to his own—drags him into pool—mouse dies—floats on the surface.....moral.
4. Ram Gopal—a businessman—wants to see the income-tax officer in connection with the tax levied on him—the income tax officer honest—the peon does not allow him—the business man offers him a ten rupee note.....conclusion.
5. Three brave men determined to kill Death—pass through a forest—find a bag full of gold coins—avariceconclusion.
6. A king lays siege to a country and captures it. He allows women to carry their valuable property.....conclusion.
7. A Raja's elephant passes by a tailor's shop on his way to the river—gets something to eat daily—one day, the tailor's mood off—pricks the elephant's trunk with his needle.....conclusion.



The object of writing a letter is to tell something to somebody who is at a distance from us.

The following points should be noted in letter writing :

- (a) Letters should be written in simple and plain language.
- (b) They should be brief and to the point.
- (c) Topics meant for essays are not to be attempted in letters.

Classification of Letters

Letters can be classified into three groups.

1. **Personal or Private Letters.** Letters to relatives, friends, acquaintances, etc.
2. **Official Letters :** (a) Letters written to the Government or Semi-government Institutions.
(b) Letters between two government offices.
(c) Letters between a government office and a business house and vice-versa.
3. **Business Letters :** Letters written to firms, shops or limited companies.

Parts of a letter

A letter generally consists of five parts :

1. Address of the writer and date of writing the letter.
2. Salutation or greeting.
3. Body of the letter.
4. Subscription and signature.
5. Address of the person writing to.

1. Address of the Writer and Date of the Letter :

This should be written at the top on right hand corner of the page. There should be a comma after each of the following : No. of the house, name of the street, name of the town and name of the month. There should be a full stop after the year.

Examples :

- (a) 735, R Block,
New Rajinder Nagar,
New Delhi.
15th October, 84,
- (b) Examination Hall,
Delhi,
July 15, 84.

2. **Salutation :** It should be written a little lower down on the left hand side of the paper. It should be written in one line followed by a comma. Salutation varies with the different forms of letters.

(i) Private Letters

- | | | |
|------------------------------------|---|---|
| My dear Gopal, | } | (To a Friend) |
| My dear Father/Mother/
Brother, | | Relative: To Elders (Father,
Mother, elder brother). |
| My dear Prem/Rani, | | To Youngers,
(Brother or sister or friend). |
| My dear Dr. Kundan Lal, | | (To one's acquaintance) |

(ii) Official Letters

- (a) To
The Principal,
Ramjas Sr. Secondary School,
Karol Bagh, New Delhi.

Sir,

- (b) To
The Editor,
The Times of India,
Bombay.

Sir,

- (c) To
The Health Officer,
Delhi Municipal Corporation,
Delhi.

Dear Sir,

(iii) Business Letters

- (a) To
Messrs Pitambar Publishing Company,
Publishers & Booksellers,
888, East Park Road,
New Delhi.

Dear Sirs,

(a) The Manager
Century Cloth Mills,
Bombay.

Dear Sir,

3. **Body of the Letter :** Much attention should be paid to the body of the letter. It should be written in a natural style. It should be clear, brief and to the point.
4. **Subscription :** This should be written immediately below the body of the letter on the right hand side of the paper.

(i) Private Letters

To a friend

Yours sincerely,

To an acquaintance

Yours sincerely,
or Yours truly,

To all relatives (Elders as well as Youngers)

Yours affectionately,

(ii) Official letters

Yours faithfully,

To all

(The Principal, the Health Officer, the
Editor, the Prime Minister, etc.)

(iii) Business Letters

Yours faithfully,

To all

(The Booksellers, the Managers of Mills, etc.)

5. **Address of the Person written to :**

The address should be bold and quite legible.

A. Personal Letters

1. **Your friend has failed in the Senior Secondary School Examination. Write a letter of sympathy and encouragement to him.**

Feroz Shah Road,
New Delhi,

September 26, 1984.

My dear Vinod,

Early in the morning, Suresh, our common friend, called on me at my house. He broke the news that you have failed in your Central Board of Secondary School Examination. All the members

of our family were shocked to hear this sad news. We, all, sympathise with you from the core of our hearts.

The news of your failure is sad, no doubt. But you should not take your failure to heart. Man proposes, God disposes. We should submit to the will of God. When I think over the cause of your failure, I conclude that it is due to your long illness last year. After recovery, you made the best of your time and burnt the midnight oil but you could not make up your deficiency. So, you are not to blame at all.

Your failure, in a way, is a blessing in disguise. If you had been successful, you would have been placed in the third division. It would have done you no good at all. Life, now-a-days, is a hard competition. The weak must go to the wall. You would have been unable even to gain admission to a good college. So, you should not feel sad at your failure. I advise you to gird up your loins and apply yourself heart and soul to your studies. If you help yourself, God will help you and you will be able to pass the examination creditably next year.

I again advise you to take heart and devote yourself wholeheartedly to your studies.

Yours sincerely,
Satish

2. Write a letter to your father, telling him how you are getting on at school and describing some of your school fellows.

Carmel Convent School,
Section 9-A,
Chandi garh,
February 15, 1985.

My dear Father,

We are now faced with the Comprehensive Test and we are putting in over-time, studying till late in the night.

Father, I associate with the best students of the class and you need have no fears on that score. My friend, Rakesh, is a gem, indeed. He is so intelligent that he can solve even the most difficult sums in Arithmetic. He is so kind and gentle that he is ever prepared to help me in my work. All of us expect that he will bring honour to the school by securing first position this year. My other friend, Avinash, is also a diligent student. He has a very good command over English and can speak and write it with force and vigour. His work is always appreciated by the teachers and it is believed that he, too will, achieve meritorious success.

I have myself a fair record at school. I secured over 75 per cent marks in nearly every subject in all the periodical Tests so far held and I hope I shall be able to get a good position. As I am

bent on achieving creditable success, I am working harder than ever.

The examination will be over by the 22nd of April and I shall soon be in your midst again.

With love to dear mother and yourself.

Yours affectionately,
O P Q

3. Write a letter to your father who is away from home, giving him some home news.

Kendriya Vidyalaya HAL,
Bangalore-560017,
7th November, 84.

My dear Father,

In this letter, I am telling you something about our house-hold affairs. Although there are ups and downs in every family life yet we have all smooth-sailing here. Life is going on happily. You should not worry about us at all.

Our December Test is drawing near and we are all burning the mid-night oil. Bittu has also become serious in his studies. He is taking keen interest now. He plays only for an hour in the evening. He devotes most of his time to his studies. We assure you that we shall all secure good marks in the December Test.

Last Sunday, Manju fell down while playing on the road-side. She was wounded on her head. I, at once, called in our family doctor. He dressed her and gave her some medicine. Now she is all right. She attends her school regularly.

The day before yesterday, Tinku, the neighbour's son picked a quarrel with me. He plucked our flowers and I forbade him to do so. At this, he abused me. But his elder brother appologised to us and the matter was off.

We all miss you very much and are anxiously waiting for your visit.

Your affectionately,
Kanta

4. Write a letter to your friend congratulating him on his brilliant success in the All India Senior Secondary School Examination.

Examination Hall,
New Delhi,
6th June, 85

My dear Mahendran,

Today, the result of the All India Senior Secondary School Examination is out. I have found your Roll No. in the merit list. You

have got ninety per cent marks. You will surely win a Merit scholarship. It is a great achievement. You have brought credit to your family. We have felt a great joy to know your result. We all congratulate you on your brilliant success.

Dear Mahendran, your achievement is wonderful, indeed. But it is all the result of your hard work. You burnt the mid-night oil when the whole world enjoyed a sound sleep. God helps those who help themselves. You helped yourself and now God has helped you. We pray to God that you may enjoy the fruit of your hard work.

Now you can get admission to a good college. We hope that you will continue to work hard and shine like a star in your college life also.

In the end, we once again, congratulate you on your wonderful achievement.

Yours sincerely,
Krishnan

5. Write a letter to your younger brother, advising him to be serious in his studies.

Atomic Energy Central School,
T. A. P. S. Colony,
Tarapur, Distt. Thana,
Bombay-401504, (Maharashtra)
15th January, 1985

My dear Mukherjee,

We received your Progress Report this morning and I have gone through it. The result of your December Test is horribly bad. You have badly failed in English and Hindi. Besides, you have secured only pass marks in other subjects. It has pinched us all. We did not expect this of you.

Moreover, the Principal has reported that you keep the company of bad boys. You are always wandering about. You miss your class periods also. It is really very bad. We are feeling ashamed of reading this report against you.

Dear Mukherjee, time once lost, can never be recalled. It is time for you to study but you are wasting it. January is going out fast and April is drawing near speedily. Then your final Examination will take place. It means that you have only two months at your disposal. I advise you to give up the company of bad boys and attend your classes regularly. You should now make the best of this period and burn the mid-night oil. You should bury the past, act in the living present and prepare yourself for the future. God will surely help you if you help yourself.

In the end, I hope you will be wise and act upon my advice. Father is prepared to engage a tutor for you if you so

desire. We are sure that you will apply yourself heart and soul to your studies and pass the Final Examination with good marks.

Yours affectionately,
Rabinder Tagore,

6. Write a letter to your mother, telling her something about your hostel life.

V. S. S. C. Central School,
St. Xaviers's College P. O.,
Trivandrum,
Pin-695586 (Kerala).
8th March, 85.

My dear Mother,

In this letter, I am telling you something about our hostel life. The arrangement of everything is quite satisfactory and life is going on smoothly. You should not worry about me at all.

Our hostel is situated at a stone's throw from our school. It is on its back side. The site of the hostel is very charming. It is surrounded by beautiful sights of nature. There are large grassy grounds where the students can concentrate their minds on their studies. The atmosphere is peaceful.

As regards diet, it is quite satisfactory. The cook is expert in cooking. He prepares tasty dishes. He is an honest man and does not cook rotten vegetables. We get a sweet dish on alternate days.

There is an arrangement for the training of body, mind and character in the hostel.

Every student has to play some game in the evening. We work according to the time table here. The bell goes and we get up early in the morning at half past five. We all take part in the prayer to God. No body can go to bed before 9.30 P.M. The warden is on round to see that all the students are busy with their studies.

I am progressing in my studies by leaps and bounds. I am sure to show wonderful results in the final examination which is drawing very near. You should not worry about my studies at all.

Yours affectionately,
Roll No. ———

7. Write a letter of condolence to your friend who has lost his mother.

St. Thoms Public School,
New Delhi.
October 5, 1984.

My dear Rani,

I am very much shocked to hear of the untimely death of your

mother by heart-failure. It is most unfortunate that death should have laid its icy hands on your dear mother when you were just going to settle in life. I know that it must be hard for you to recover from such a severe blow. Her sweet and tender voice, soft and affectionate heart and the benign care and fondness with which she always attended on you will ever haunt your mind and fill you with a sense of utter loss. But, friend, we cannot but reconcile ourselves to our fate and accept the decrees of God in all humility and reverence to him.

In the end, I pray to the Almighty to grant peace to the departed soul in heaven and give you courage and fortitude to bear this great calamity.

With my sincere sympathy for you in your bereavement.

Yours sincerely,
Radha Bhatnagar

8. Write a letter to your friend, inviting her to your place after the final examination is over.

Examination Hall,
----- City,
18th March, 85.

My dear Fatima,

Now-a-days, we both are taking the Final Board Examination. We are burning the mid-night oil. Our examination will be over by the end of this month. Hard work should alternate with rest. So, I invite you to come to my place after the final examination is over and stay with me for about a week. It will provide you with rest as well as a change.

Delhi, as you know, is a capital city. It is well-known for its monuments and historical buildings. Besides, there are many other things worth-seeing. Nice picnic spots, grand cinema halls, beautiful parks and first class restaurants and hotels are some of the attractions of this city. We shall spend one evening in the picture hall. One day we shall enjoy a picnic also.

I have also invited Saroj and Radha, our common friends. Saroj is a fine singer and Radha is a witty girl. They shall amuse us with their songs and witty remarks. We shall sit together, play together and talk together. We shall really have a fine time.

I hope, you won't miss the chance and accept my invitation.

Yours sincerely,
Sultana

9. You are Gopal, residing at Chandigarh. Write a letter to a friend, describing what you plan to do after passing the examination this year.

Chandigarh,
8th March, 85.

My dear Kamal,

You have asked me in your letter what I plan to do after passing my Senior Secondary School Certificate Examination. The future is uncertain. Everything is in the hands of God. But still we should plan our career. Planning gives direction to our life.

I intend to become a teacher. Teaching is a noble profession. I like it very much. By adopting this profession, I can earn my living as well serve the society and the country. A teacher is a nation builder. I have a missionary zeal. I shall help my students develop in such a way that they will become good citizens.

So, after passing my Senior Secondary School Certificate Examination, I shall take up higher studies and pass my M.A. examination. Then after getting teacher's training, I shall become a teacher. I pray to God to fulfil my ambition.

Yours sincerely,
Gopal.

10. Write a letter to a stranger, thanking him for sending you back your lost bag.

18, Anand Parbat,
New Delhi-5.
15th July, 1985.

My dear Agarwalji,

I cannot help expressing my feeling of gratefulness for the kindness you have shown to me in returning my bag. It speaks of your thorough gentlemanliness. My bag contained many valuable documents. I was much perturbed on having lost it. I could never dream of getting it back. But I was thrilled with joy when your messenger approached me with the bag in his hand. I believe that it is a wonderful world where even the heavenly beings though very few in number, live.

In the end, I again thank you from the core of my heart and request you to pay a visit to my house whenever it is convenient to you. All the members of my family will feel elevated in meeting a gentleman like you.

Yours faithfully,
S.P. Mitra.

11. Write a letter to your Uncle, thanking him for his birthday gift.

Sainik School,
Chitorgarh,
Pin : 312001 (Rajasthan)
October 10, 1984.

My dear Uncle,

Many thanks for your kind wishes on my birthday and the welcome present. It is very kind of you to remember me in this delightful way.

With the Rs. 100/- you sent me, I have purchased a concise Oxford Dictionary of which I am very much in need, a cricket bat and a pocket camera.

You will be interested to know that I have very much improved my cricket and hope to be included in the First Eleven of our school.

My room-mate is an expert photographer and I have learnt from him quite a lot of amateur photography. Already I have taken a number of snaps and hope to take many more with my own camera, all of which I shall show you when I come home for the vacation.

As regards dictionary, it will prove a sincere friend to me. I shall look up difficult words in it. In this way, it will help me in my studies.

In the end, I again express my thanks for your gift. It has helped me not only in my studies but also in my game and hobby. I hope, your kindness will remain ever-green.

Yours affectionately,
Ram

12. Write a letter to a friend, telling him something about your hobby.

D.A.V. Hr. Secondary School,
Sector 8, Chandigarh,
15th April, 1985.

My dear John,

I received your letter the other day. It gave me immense pleasure to go through it. I am glad to learn how you spend your leisure hours. You have expressed a desire to know about my activities of the leisure hours. So in this letter, I am telling you something about my hobby which keeps me profitably busy during my spare time.

Different people have different hobbies. It is a matter of one's own liking. Some are interested in outdoor games and some are fond of indoor games. Some are after collecting stamps and some take interest in collecting old coins. There are others who like reading old books or drawing pictures.

I am a lover of nature and I like gardening the most. All the members of our family have taken to gardening. We have got a small plot of land attached to our house. We spend our mornings and evenings here. We have planted fruit plants as well as vegetables. Sometime we dig the ground and prepare it for sowing the seeds. I water the plants daily. My mother picks flowers to offer them to god. It is a pleasure to have tea together sitting in the garden in the evening.

Gardening has many advantages. It is a good exercise. It keeps our body healthy. It refreshes our mind. The blowing of a cool wind, the chirping of sparrows and the glistening of dew drops on the plants in the morning please our hearts and soothe our souls. Besides, it has improved our economic condition. We do not spend anything for vegetables. Over and above, it presents a beautiful view and we feast our eyes on it.

Please remember me to your parents.

Yours sincerely,
Edna

- 13. Write a letter to your father, requesting him to allow you to go on an educational tour.**

8, Church Road,
New Delhi,
10th December, 1984.

My dear Father,

In this letter, I seek your permission to go on an educational tour to Rajasthan. This tour has been organised by our school. The Principal, a senior teacher of history and a P.T.I. will accompany the party. The party will consist of about fifty students. Our school shall break up for Autumn-break on the 22nd of December. The party will proceed on tour on the 23rd instant and return on the 30th.

Bus arrangement has been made for the tour. The bus will be at our disposal and we shall be able to see all the things easily. Rajasthan is celebrated for its monuments and historical places. Travelling is part and parcel of education. It will break the dullness of our life and add to our knowledge. So the tour will prove to be of great educational value.

The school will contribute half of our expenses. Each student in this way, has to pay only fifty rupees. So I request you to allow

me to join the party and remit me eighty rupees by money order to cover the expenses of the journey.

I shall be very thankful to you.

Yours affectionately,
Kumar.

14. Write a letter to a friend, telling him what you intend to do after passing your examination.

Examination Hall,
— — — — City,
5th February, 1985

My dear Rajan,

In this letter, I am telling you what I intend to do after passing my Senior Secondary School Certificate Examination. I hope, you will like the idea.

After passing my Senior Secondary School Certificate Examination, I intend to join college for further studies. I am good at studies and I hope to be placed in the first division in the Senior Secondary School Certificate Examination. So I am interested in Higher education. It is one of the greatest blessings, one should aim at achieving. Then I shall pass my M.A. Examination in Economics. After that, I shall get teacher's training and become a teacher.

Of all the professions, I like teaching the best. It is a noble profession. A teacher is really a nation builder. He builds the character of his students. He moulds their life. Thus he is very useful to the society.

I pray to God to fulfil my ambition.

Yours sincerely,
Roll No. — — —

B. Business Letters

15. To a bookseller, ordering books.

Kendriya Vidyalaya,
Model town,
Rewari-123401 (Haryana),
15th April, 1985.

To

Messrs Pitambar Publishing Company,
Publishers and Booksellers,
888, East Park Road,
Karol Bagh, New Delhi-110005

Dear Sirs,

I shall feel much obliged if you send me a copy each of the following books per V.P.P. at your earliest convenience.

1. Pocket Oxford Dictionary.
2. A Book of Applied English Grammar and Composition by Aggrawal, Gakhar and Dass.
3. A Book of Prose and Poetry for English Course—A published by the Central Board of Secondary Education.

Yours faithfully,
Brijlal
X Class.

16. Write a letter to a General Merchant, ordering a camera and a fountain pen.

15, Nehru Gram,
Dehra Dun,
5th August, 1985.

To

The Manager,
Messrs Roop Basant and Co.,
General Merchants,
Chandni Chowk,
Delhi-110006.

Dear Sirs,

Kindly supply to the address given above, per V.P.P., at your earliest convenience, the following articles :

1. One camera, No. 578, made in Japan vide your Catalogue page 25, article No. 215, Price Rs. 375.00.
2. A Fountain pen Plato, 317 superior, vide your Catalogue page 76, article No. 320. Price Rs. 25 only.

Kindly allow the discount, you usually give to yours customers.

Yours faithfully,
Rama Nand.

17. Write a letter to a book-seller who has sent you by post a book other than the one ordered by you.

Guru Nanak Public School,
Sector 3-B,
Chandigarh.
3rd February, 1985.

To

Messrs Pitambar Publishing Company,
Publishers and Booksellers,
888, East Park Road,
Karol Bagh, New Delhi-110005.

Dear Sirs,

I thank you for sending me the V.P. parcel so soon. But I am sorry to point out that one of the books has been wrongly des-

patched. I had ordered a copy of 'A Book of Applied English Grammar and Composition. by Aggrawal, Gakhar and Dass meant for the students of IX and X classes A course. But you have sent me a 'A Modern Approach to English Grammar and Composition. I am returning it by today's post. Please send the required book by return of post as our October Test is drawing very near.

Yours faithfully,
Baldev Singh,
X Class

18. Suppose you are the Sports Secretary of your school. Write a letter to a Sports dealer, ordering some sports goods.

Ramjas Sr. Secondary,
School No. 3,
Chandni Chowk, Delhi,
May 10, 1985.

To

Messrs Oberoi and Sons,
Ludhiana, Punjab.

Dear Sirs,

As Games Captain and Sports Secretary of the School, I would request you to supply the following articles as early as possible :

- | | |
|----------------------------------|---------|
| 1. Hockey sticks (Champion) | 5 dozen |
| 2. Cricket-balls (Best quality) | 3 dozen |
| 3. Cricket-bats (Parched) | 1 dozen |
| 4. Foot-ball covers (Honeycomb) | 3 dozen |
| 5. Foot-ball bladders (Superior) | 4 dozen |

Please send the bill in duplicate. Payment will be made within fifteen days of the receipt of the articles. The articles should conform to the samples supplied.

Yours faithfully,
M.N. Raina

C. Applications

19. Write an application to the Principal of your School, requesting him to grant you sick leave.

To

The Principal.
Shivalik Public School
S.A.S. Nagar,
Mohali (Pb)

Sir,

Most respectfully, I request you very kindly to grant me two days' leave. I cannot attend school owing to illness. I shall be thankful to you.

I am a student of IX C of your school. Yesterday, it was very cold. The school was over at 6.30 P.M. A severe cold wind was blowing. I could not face it. I reached home with great difficulty. I was not feeling well at that time. My mother took the temperature. It was 102°. A doctor was at once called in. He gave me an injection and some medicine. Today, I am feeling better. But he has advised me two days' rest.

In the end, I again request you to grant me two days' sick leave. I shall be grateful.

5th January, 1985.

Yours faithfully,
Bimal,
Class IX C.

20. Write an application to the Principal, requesting him to grant you full fee concession.

To

The Principal,
Kendriya Vidyalaya,
New Cantt,
Allahbad (U.P.)
Pin-211001.

Sir,

In this application, I request you kindly to remit my school fees. I am a most deserving student. So, I hope that you will consider my case with great kindness and sympathy.

I am a student of X B of our school. Our economic condition is not good. My father is employed as a clerk in a private firm. He draws only Rs. 450 per month. Our family consists of six members. We are two brothers and two sisters and we are all school going children. Our father has to feed so many mouths in these hard days. We live from hand to mouth. So he cannot afford to pay my school fee.

But I take keen interest in my studies. I get a good position in my class in every test. In the last annual examination, I stood first. I also take part in games and extra-curricular activities. I co-operate with my teachers and they are all praise for me.

Sir, I have, thus, placed all my cards at your table. Keeping in view the whole situation, I hope, you will accede to my request. I shall be thankful to you for this act of kindness.

15th July, 1985.

Yours faithfully,
Sharad-X B.

21. An Application to the Principal for remission of fine.

To

The Principal,
Ramjas Senior Secondary School No. 2,
Anand Parbat, Delhi.

Sir,

In this application, I approach you with the request that a fine of two rupees, which was imposed on me for reaching school late yesterday, may kindly be remitted. I was helpless because I had met with an accident.

Yesterday, I left my house for school at a quarter past seven. The school was to open at a quarter to eight. When I reached the Gurdwara Road crossing on my bicycle, I met with an accident. There was a great rush, but there was no policeman on duty. I tried to avoid a bus. In doing so, my cycle struck against a scooter. My cycle was damaged. So I covered the whole distance to school on foot. When I reached school, it was a quarter past eight. I was late by half an hour.

Sir, I have brought to your kind notice the whole situation. I was late, no doubt, but I was helpless. Therefore, I request you to remit my fine. I shall be grateful to you for this act of kindness.

Yours faithfully,
Khan-X A

10th November, 1984.

D. Formal Letters

22. An Application for the post of clerk.

To

The Hon'y Secretary,
Andhra Education Society,
Delhi.

Sir,

Reference your advertisement in the Hindustan Times of 30th July, 84, I beg to apply for the post of a clerk and mention the following facts for your kind perusal.

I passed the Senior Secondary School Certificate Examination of the Central Board Delhi, in 1983, securing 6⁴/₅ marks to my credit. I got distinction in Mathematics and Commerce. I am at present employed in a private company and I am quite familiar with

the office routine work. I can type also and have a speed of 40 words per minute.

I am a young man of 20 with sound health and active habits.

Should you be pleased to favour me with the choice, I assure you, Sir that I shall discharge my duties conscientiously and to the best of my ability.

I am, herewith, submitting copies of testimonials as to my character and capability.

Yours faithfully,
Vinod Kumar Sharma
5C/25, Rohtak Road,
Delhi.

August 10, 1984

23. Write a letter to the Postmaster of your Zone, complaining of the faulty delivery of your letters.

To

The Postmaster,
New Ranjinder Nagar Post-Office,
New Delhi.

Sir,

Most respectfully, I bring to your kind notice that our letters are not delivered properly. Some letters are lost also. We are much upset on account of this. You are requested to look into the matter and right the wrong.

Neki Ram is the postman of our area. He is a good for-nothing fellow. He has no sense of duty. We have put up a letter box near the gate of our house. It bears my name also. But he does not put our letters into the letter box. Either he throws them in the compound or hands them over to the little children who are playing on the road-side.

I have requested him many a time not to do so but he pays no heed to what I say.

I would suggest that he may kindly be transferred from this area. In the end, I again request you to remove this ill and oblige us.

Yours faithfully,
Partap,
R-735, New Ranjinder Nagar,
New Delhi-60

5th March, 1985.

24. A letter to the Health Officer, complaining of the insanitary conditions of your locality.

5504, Kucha Chelan,
Delhi.

November 5, 1985.

To

The Health Officer,
Municipal Corporation of Delhi,
Delhi.

Dear Sir,

I regret to bring to your kind notice that very little attention is being paid to the sanitary condition of our street, Kucha Chelan, Chandni Chowk. The condition is deplorable and I am much upset.

The municipal sweeper neglects his duties and the street remains uncleaned for days together. He turns a deaf ear to all our requests. The street is a miserable cesspool of dirt and squalor. The drains give out foul smell and have become the breeding place for mosquitoes. To make matters worse, the residents of the locality throw the cleanings from their houses into the street instead of the dust-bins provided for the purpose. Children are allowed to ease themselves on the road in front of the houses. Is it then to be wondered if an outbreak of some epidemic takes place in this locality?

I request you to issue instructions to the sanitary inspector of the area to give immediate attention to the matter and prosecute all such people as violate the rules of sanitation.

Yours faithfully,
Rahim.

25. Your cycle has been stolen. Write a letter to the police, reporting the theft.

28, Naiwala,
Karol Bagh, New Delhi,
June 2, 1985.

To

The Inspector of Police,
Darya Ganj Police Station,
Delhi.

Sir,

At about 10.30 a.m. this morning, I went into the Standard Restaurant in Darya Ganj, leaving my cycle outside. When I came out after about 2 minutes, I found, to my horror, that my cycle was missing. I made enquiries in the neighbourhood but the cycle is still untraceable.

It is a new Robin Hood make cycle, bearing the number B-74653, municipal licence number 6039, and is fitted with a bell, a lamp and a gear wheel case, all complete.

May I request you to trace the cycle and restore it to me.
Thanking you.

Yours faithfully,
Om Parkash Sapra.

26. A letter to the Director of Education inviting him to preside over the annual day function of your school.

To
The Director of Education,
Old Secretariat,
Delhi.

Sir,

On behalf of the Students' Union, I request you kindly to preside over our Annual Day Function. The Annual Day is a very important day in our school. It is a red letter day. It is celebrated every year. Not only the students but also the teachers look forward to this day. Our Annual Day Function will take place on the 2nd of April, 85 at 4.30 P.M. It will be brief and interesting. Our cultural programme will be very nice. The report will throw light on the progress, the school has made during the year. It will not take you more than an hour.

Sir, your visit will give inspiration to all of us. We shall feel proud of your being our chief guest on that day. The prize-winners will feel honoured by receiving prizes from your hand. We all shall be very thankful to you for your accepting our invitation. We hope that you won't disappoint us.

Yours faithfully,
Subhash
Secretary, Students' Union,
Mahindra Memorial School.

8th March, 85.

27. Write a letter to the Chairman, Electricity Supply Undertaking, complaining of the frequent break-downs of electricity in your locality.

To
To Chairman,
Delhi Electric Supply Undertaking,
New Delhi.

Dear Sir,

In this letter, I am complaining of the frequent break-down of electricity in our locality.....New Delhi. We are facing a lot of

difficulties and so we are much upset. You are requested to attend to it and have our thanks.

The electricity breaks down generally at 8-30 p.m. twice or thrice a week. It is the time when most of the people are at their table. They grumble much. Secondly, the students are much worried. Their final examinations are running now-a-days. When the lights are off, they cannot prepare themselves for their next day paper. Besides, when our locality is enveloped in darkness, accidents take place and burglars make merry.

In the end, you are again requested to take proper action and remove our trouble. We shall be very thankful to you.

Yours faithfully,
Name.....,
Address.....

10th March, 85.

28. A letter to the Editor of the newspaper, regarding the Television Programme for Delhi school students.

5, Darya Ganj,
Delhi,
November 10, 1984.

To

The Editor,
The Hindustan Times,
New Delhi.

Sir,

Through the columns of your esteemed newspaper, I wish to congratulate the Directorate of Education, Delhi, on the successful implementation of the television programmes for the students of Delhi schools.

The Directorate of Education, has, in fact, done yeoman's service to the students of Delhi by providing them with an effective medium for better education. In this fast changing world, it is but natural that education too should assume a new shape and direction to meet the growing needs of the pupils. Television is the most dramatic of the instantaneous communication media. It will help children a good deal in getting experience which normally would not be available in a class room on account of the limited resources or otherwise. Students watch with keen interest and delight the studio-teacher teaching them in the most effective manner. They are motivated to learn. The use of visual aids like still pictures, charts, models, film strips, science apparatus, etc., make the lesson interesting and useful. The careful planning of the lessons, visual presentation of the subject matter and the follow-up by the subject-teacher in the class room have a greater and deeper appeal to the students and offer them a fund of knowledge, experience and amusement as well.

Yours faithfully,
OPQ

Exercise 63
(For IX Class)

- (a)
1. Write a letter to your mother, informing her of your illness in the school hostel and the medical help you have received.
 2. Write a letter to your father, requesting him to allow you to join a special excursion tour, arranged by the school, giving details of the probable period and expenses involved.
 3. Write a letter to your younger brother, advising him not to study at the cost of his health.
 4. Your examination is approaching but you have not yet fully prepared yourself. Write a letter to your friend, stating your difficulties.
 5. Write a letter to a friend who has just recovered from a dangerous illness, congratulating him on his recovery.
 6. Write a letter to a friend, apologising to him for not keeping the appointment.
 7. Write a formal invitation, on your father's behalf, to your principal for an At Home to celebrate your brother's marriage.
 8. You had an accident. Your cycle was damaged by the carelessness of the driver of a motor-car. Draft a courteous letter to the owner of the motor-car, asking him to make good the loss.
 9. Write a letter to the station master, requesting him to reserve first class compartment in a certain train (giving details) on a certain day.
 10. Write a letter to the Editor of a newspaper, complaining of the frequent break-down of electricity in some streets.
- (b)
1. Write a letter to your uncle who lives at Agra, telling him that your examination is over and you will visit him soon along with a friend.
 2. Write a letter to the Chairman of the District Board, Meerut, complaining to him of the bad condition of streets in your town. Sign yourself as 'OPQ'.
 3. Write a letter to the superintendent of Police, inviting his attention to the increasing number of thefts in your area. Also suggest measures to improve the situation.

4. Write a letter to your Principal, requesting him to send you Provisional and character certificate by post.
5. Write an application to the Deputy Commissioner for the post of a junior clerk in his office.
6. Write a letter to your friend, congratulating him on his brilliant success in the Delhi Board Senior Secondary School Examination. Describe your feelings and those of the entire family on this occasion.
7. Write a letter to your elder brother, telling him of your success in winning a prize in the School Declamation contest.
8. Your father is a salaried man. Prices are increasing every month. Write a letter to your friend, describing how your family is facing the situation.

Exercise 64

(For X Class)

- (a)
1. Write a letter to your mother, expressing to her your impressions of the life in the hostel, you have recently joined.
 2. Write a letter to your friend, inviting him to attend a picnic party and telling him about the arrangements, you have made for the occasion.
 3. Write a letter of thanks to your friend while returning his books.
 4. Write a letter to the Inspector of Police, reporting the theft of your cycle.
 5. Write a letter to a well-known person in your neighbourhood, asking him (or her) to deliver a speech to your school Union.
 6. 'Found a wrist watch near the Odeon, New Delhi. May be claimed on furnishing proof of ownership'. Please write to Ram Dass, 73, Curzon Road, New Delhi. Imagine that the watch is yours and answer the above advertisement.
 7. Suppose you are the Games captain of your school. Write a letter to a supplier of sports goods, ordering some sports goods for the school. Be careful to mention the mark and the number of articles required.
 8. Write a letter to a newspaper, appealing for funds for flood-relief.
 9. Write a letter to the Chairman of the Central Board of

Secondary Education, saying what you think of the English Paper.

10. Write a letter to your aunt, thanking her for a gift on your birthday.
- (h) 1. You are Bhaskar. Your father has just bought you a bicycle. Write a letter to your cousin Ashok, informing him of it and the first ride you had.
2. Write a letter to your friend, living in the U.S.A. describing a sorrowful day of your country.
3. You are Usha. You are very much disturbed about the bad roads and drains in your locality. Write a letter to the editor of a newspaper, complaining of the same. Your address is :
5, Neeti Bagh, New Delhi-110016.
4. Write a letter to the manager of a hotel to arrange a tea-party for a hundred people in connection with a marriage.
5. Write a letter to the Station House Officer of your locality, reporting a fight in your street.
6. You are Rakesh at Faridabad. Write a letter to a friend in a foreign country describing what steps your government is taking to bring down the prices.
7. You are Atma Ram, the secretary of your School Debating Society. Write a letter to the Director of Education, Delhi, requesting him to preside over the inter-school debate, organised by your society.
8. You are Kumaresh, living at 35, Park Street, Rajaji Nagar, Trivandrum-343116. Write a letter to the station Director, Quiz Programmes, Doordarshan Kendra, Trivandrum-343116, requesting him to give you a chance to participate in the Weekly Quiz Programme in view of your all-round interest.
9. Your father is transferred to Calcutta, your mother has fallen seriously ill. Write a letter to your father apprising him of the situation and the treatment she is receiving at the hands of the doctor. Sign yourself as 'XYZ'.



Comprehension (Unseen Passage)

Comprehension of Passages

Comprehension is the noun form of 'Comprehend'.

To comprehend means to grasp mentally in order to have full understanding of a thing. Comprehension is a person's power of understanding a given unseen passage. It is a very light exercise. The students should first grasp the sense of the passage set, fully understand the nature of questions and then answer the questions in their own words. The answers should be brief and to the point. Comprehension forms the basis of Precis-writing which in its turn leads to composition writing. Thus comprehension plays a very significant part in the mental development of the students in the art of composition writing—one of the ultimate aims of learning English.

Below are given some instructions which will be found of great help in answering satisfactorily the questions set on a passage :

1. Read the passage carefully two or three times so that the theme of the passage may be understood.
2. Read the questions carefully and underline the relevant portions of the given passage which you feel should be the most suitable answers.
3. Now write answers to the questions in simple, easy and correct language.
4. Remember that the answers should be your own composition. Do not try to copy the very words of the passage.
5. The answers must have sound grammatical construction. Great care should be taken in the use of punctuation also.
6. Several answers should not be put in the same paragraph. Each answer should be given in a separate paragraph and should have its number, corresponding to that of the question.

SPECIMENS

Canals are very useful. They irrigate land and turn barren

deserts into smiling fields of corn. Land in the canal colonies of the Punjab was once barren. People were unwilling to accept such land as a gift. But canals have brought about a wonderful change. The land is now wonderfully fertile. Large crops grow there. People do not now depend on monsoons to irrigate their fields. Canals provide them with water, they need. The Government, too, stands to gain. The colonies give a decent revenue.

Read the above passage carefully and answer the following questions :

1. How would you react to the following statements. Why ?
 - (i) Canals have made the colonies prosperous.
 - (ii) A large area of land, which would otherwise have been used to grow crops, has been wasted by the digging of canals.
2. How are the canals useful ?
3. What change have canals brought about ?
4. How does the Government stand to gain ?
5. Give a suitable heading to the passage.
6. Fill in the blank : People do not now depend on—to irrigate their fields.

Model Passage 2

The world is full of people who only live for themselves. Most of us care only for our needs, comforts and ambitions. At the most, we live for our children and close friends. But of what use is our prosperity to others ? We should measure our achievements not by the wealth we have amassed but what we have done to add to human happiness. To know whether our lives have been lived fruitfully, let us ask ourselves : "Have we comforted those in distress ? Have we fought injustice and cruelty in life ? What have we done for the joy of doing it ?" If the answer is in the negative then the best of our lives has been wasted.

Read the above passage carefully and answer the following questions :

- (a) What do most of us live and care for ?
- (b) How should we measure our achievements ?
- (c) What should we ask ourselves to know if we have lived fruitfully ?

Ans.

- (a) Most of us live for ourselves, our children and our friends and care for our personal comforts, desires and gains.

- (b) We should measure our achievements not by the wealth or riches we have got but by the happiness we have contributed to others.
- (c) To know if we have lived faithfully, we should ask ourselves if we have been helpful to others in trouble, fought-injustice and tried to render service to others.

Model Passage 3

There was once a boy who would never devote any attention to his studies. His parents sent him to school, but he took to playing on the road and did not care for the opinion of even those friends who helped him in danger. One day, a gentleman who was on the look out for a boy-servant, happened to come across him, wandering all alone in the street. He carried him away to a different town and made him work day and night as a servant. Now the boy repented of his folly and one day while his master was fast asleep, he slipped away and after a good deal of trouble, reached home. He applied himself hard to his books now and rose, in after life, to be a great man.

Read the above passage carefully and answer the following questions :

- This passage is about a boy :
 - Who was studious.
 - Who did not take interest in his studies. (Tick the correct statement.)
- What would the boy do ?
- How did the gentleman come across the boy ?
- What did the gentleman do ?
- What did the boy do one day when his master was fast asleep ?
- How did the boy, in after life, become a great man ?

Ans. 1. Tick (b) as the correct one.

- The boy would not study but would like to play on the roads. He would not care for the opinion of those who helped him in danger.
- The gentleman was in search of a boy-servant. It was by chance that he came across the boy wandering all alone in the street.
- The gentleman took him to a different town and gave him

very hard work to do. He was made to work day and night as a servant.

5. One day, when his master was asleep, he ran away from him and reached home.
6. The boy, in after life, became a great man by dint of hard work. He applied himself heart and soul to his studies.

Model Passage 4

Vidyasagar was a very generous and charitable man. From his earliest years, he helped the poor and the needy to the utmost of his power. As a boy at school, he often gave some of the little food, he had to eat, to another boy who had none. If one of his school fellows fell ill, little Ishwar would go to his house, sit by his bed and nurse him. When he grew rich, hundreds of poor widows and orphans were supported by him. His name became a household word in Bengal. Rich or poor, high or low, all loved him alike. No beggar ever asked him for relief in vain. He would never have a porter at his gate lest some poor man who wished to see him should be turned away.

Read the above passage and answer the following questions :

1. What sort of man was Vidyasagar ?
2. How did he help the poor students at school ?
3. What did he do for widows and orphans when he became rich ?
4. Why would he never like to have a porter at his gate ?
5. Which words in this passage have the following meanings ?
(a) noble-minded.
(b) helpful to the poor.

Ans.

1. Vidyasagar was a generous and charitable man.
2. He helped the poor students with food at school.
3. When he became rich, he supported the widows and orphans.
4. He would never like to have a porter at his gate so that every poor man might see him.
5. (a) generous.
(b) charitable.

Model Passage 5

When Alexander the Great, conquered Egypt, he sailed along

the African coast, past the mouth of the river Nile until he came to a place which seemed to him suitable for building a great city. It was a strip of land on the sea shore with a great lake behind it and an island in front. "Here", said the mighty conqueror, "shall be my capital city to be called Alexandria after my name." So he sent for his great architect, Dinocrates and told him to plan the streets and palaces of the new royal city. Thousands of slaves were soon set to work. The streets were made straight and wide, and canals were dug to join the lake to the open sea and to the Nile, so that great merchant vessels would find shelter from the storms.

Read the above passage carefully and answer the following questions :

1. When did Alexander the Great sail along the African coast ?
2. What sort of land did he come to, past the mouth of the river Nile ?
3. Fill in the blank :—
Thousands of slaves were soon.....
4. What did the mighty conqueror say then ?
5. Why was the great architect Dinocrates sent for ?
6. What was done for the shelter of the merchant vessels from the storms ?

Ans.

1. Alexander the Great sailed along the African coast after he had gained victory over Egypt.
2. He came to a land on the sea shore, past the mouth of the river Nile. It had a great lake behind it and an island to front.
3. Set to work.
4. He declared that he would found there his capital city which would be called Alexandria after his name.
5. The great architect Dinocrates was sent for to plan the streets and palaces of the city.
6. Canals were dug to join the lake to the open sea and to the Nile to provide shelter for the merchant vessels from the storms.

Exercise 65

(For IX Class)

Study the following passages carefully and answer the questions given at the end of each passage :

[1]

When Alexander Fleming was sixteen, he had to work to earn

his living. He found a job in a shipping office in London. The wages were small and the work rather uninteresting. He also worked as a volunteer soldier on week-ends and holidays. It was soon discovered that the sturdy youngman from Scotland was a fine shot and a very good swimmer.

Just afterwards, a relative died, leaving him a small but useful sum of money. His brother Thomas advised him to give up the job at the shipping office and spend the money on his training as a doctor. Alexander said later, "My brother Thomas pushed me into medicine."

So he joined St. Mary's Medical School. He attended lectures and watched operation, he also swam and acted in plays. Yet he was always the top-student in the examination. He won many prizes and scholarships. It came to be known about his memory that he could remember the whole book after reading it just once.

Read the above passage and answer the following questions :

- (a) How did Alexander earn his living ?
- (b) How did he like the job ?
- (c) What made possible for Fleming to become a doctor ?
- (d) How did Fleming do in his studies ?
- (e) What were his hobbies ?
- (f) Give the antonyms of : Die, small, interesting, remember,
- (g) Suggest a suitable heading to the passage.

[2]

Gandhiji's greatest strength was his belief in God. He fought for the freedom of India because he used to say that the best way to serve God was to serve His people and therefore, when he worked for the happiness of Indians, he was also making God happy. Many times, people would put a straight question to him, asking him to give proof that there is God and how we can know Him. Gandhiji would admit frankly that he could not show God to any one, because His presence could be felt in the heart only. He was, however, a lover of God and could not live without him. He, once said, "If you do not give me air and water, I can still live, but if you take away my belief in God, I shall die immediately."

Read the above passage and answer the following questions :

- (a) What was Gandhiji's strength ?
- (b) How did he want to serve God ?
- (c) What were Gandhiji's views about God ?

- (d) In what way was he a lover of God ?
- (e) Use in sentences of your own :
Belief, frankly, however, immediately, to take away.
- (f) Gandhiji said that God's presence could be felt in—
(i) nature only (ii) the heart only (iii) the mind only.
Choose the correct answer and fill in the blank.
- (g) Give a suitable heading.

[3]

For eight years, Ashoka waged war on other kingdoms on every side. His empire was immense from Kashmir in the North to Mysore in the South, and from Bengal in the East to Sind in the West. After some time, he began to realise that he was shedding much blood and causing much misery. He became a changed man. He decided to conquer his enemies by means of kindness and not by sword. He sent Buddhist preachers to spread the message of Lord Buddha. Much good advice was given to the people by means of writings engraved on rocks and pillars. Ashoka called himself the '*Father of people*'. He studied the wants of travellers. He planted banyan trees along roads so that travellers and animals could rest in the shade from the great heat of the noon-day sun. Wells were dug at every mile so that none would be thirsty.

Read the above passage and answer the following questions in your own words :

1. How can you describe the big empire of Ashoka ?
2. How did he feel after waging the war ?
3. How did he decide to conquer his enemies ?
4. What did he do for the comfort of travellers and animals ?
5. What did he do to spread the message of Lord Buddha ?
6. Use in sentences : By means of, realise, planted.
7. Suggest a suitable title to the passage.
8. What is your reaction to Ashoka's greatness ?

[4]

Subhash Chander Bose was a great leader of India. People called him Netaji because he led them on the right path. He went to jail many times. But he soon found that more efforts should be made to make India free. The British power was getting weaker after the Second World War. He thought of striking at it from all sides. One day, he escaped from Calcutta, dressed as a Pathan. He went to Germany. From there, he went to Japan. He organised the Indian National Army that fought many battles against the British Army. The Indians abroad gave their all for the good of

India. It is said that Netaji died in an air crash. We shall always remember him as the greatest fighter for the freedom of India.

Read the above passage and answer the following questions :

1. Give a suitable title to the passage.
2. What was he trying to do ?
3. How did he meet his end ?
4. How did he reach Germany ?
5. Sketch the character of Subhash Chander Bose in about twenty words.
6. Subhash Chander Bose was called Netaji because he.....
... (Choose from the following).
(a) gave them wealth, (b) fought for them, (c) led them on the right path.
7. When did British power start becoming weak ?
8. Use in sentences of your own : organise, strike, remember, weather.
9. How do you react to Subhash Chander's character ?

[5]

As day-night can be seen through very small holes, so little things illustrate a person's character. Indeed, character consists in little acts, well and honourably performed, daily life being the quarry from which we build it up. One of the most marked tests of character is the manner in which we conduct ourselves to others. A graceful behaviour towards superiors, inferiors and equals is a constant source of pleasure. It pleases others because it indicates respect for their personality ; but it gives ten-fold more pleasure to ourselves. Gentleness in society is like the silent influence of light which gives colour to all nature and it is far more powerful than loudness of force, and far more fruitful.

Read the above passage carefully and answer the following questions :

1. What shows our character best ?
2. What does our character consist in ?
3. How can we test our character ?
4. What is the good of graceful behaviour ?
5. Give the meaning of :
Indicates, superiors, gentleness, graceful.
6. Suggest a suitable title.

7. A graceful behaviour towards all is a source of.....
Fill the blank with the most suitable word from the following :

(i) strength (ii) peace of mind (iii) comfort (iv) pleasure.

[6]

In 1847, before Lincoln was 40 years old, he was elected to the Congress and he played a very noble role there. He introduced a bill for the abolition of slavery but it was rejected. However Lincoln was such a sincere person that he was not at all worried about what people thought. He always believed that he should do that which was right. In one of his speeches, he said, "I know that I am right because I know that liberty is right." In his eyes, there was nothing worse than to enslave human beings. He had read in the Constitution of his country that all men are born equal. But in practice he did not find it so. This made him unhappy. It became his one ambition in life to free the slaves to ensure equality for all.

1. When did Lincoln become a member of the Congress ?
2. How did Lincoln behave when his bill for the abolition of slavery was rejected ?
3. What thing did he consider to be the worst ?
4. Why did Lincoln become unhappy ?
5. What was written in the Constitution of his country ?
6. Give words from the passage which have the same meanings as—Removal, to make slaves, desire.

[7]

What *tortured* me in my school-days was the fact that school had not the completeness of the world. There was a special arrangement for giving lessons. It could only be suitable for grown-up people who were *conscious* of the special need of such places and, therefore, ready to accept their teaching at the cost of dissociation from life. But children are *in love with* life and it is their first love. All its colour and movement attract their eager attention. And are we quite *sure* of our wisdom in stifling this love ? Children are not born ascetics, fit to enter at once into the monastic discipline of acquiring knowledge. At first they must gather knowledge through their love of life and then they will renounce their lives to gain knowledge, and then again they will come back to their fuller lives with *ripened* wisdom.

- (a) Substitute suitable words or phrases for those italicised in the passage. The words you choose must not alter the meaning in any way.
- (b) In what ways are the schools unsuitable for young ones ?
- (c) What do children actually need ?
- (d) How should children acquire knowledge ?
- (e) Give your own reaction to the teaching at school.

[8]

Breathlessly the crowd waited till everyone was in his place. Some of the passengers' hearts were beating anxiously. Were they going to be killed on this dangerous journey? As Stephenson took off the brakes, they felt a jolt, and then found they were moving slowly and smoothly forward. The crowd ran cheering and shouting, beside and behind the train. When they saw that the engine did not burst, some of them began to climb on to the wagons behind. The engine put on speed. Now and again, she travelled at the rate of twelve miles an hour. When at length, they drew triumphantly up in the town of Stockton, there were six hundred passengers either in the trucks or hanging on behind. Thus the first railway train in the world completed her first journey in triumph.

What was the condition of the passengers in Stephenson's train? (ii) How did the crowd behave on this occasion? (iii) Give the meanings of—Breathlessly and triumphantly. (iv) Use in sentences of your own; At length, wait. (v) Give the Noun forms of: (a) dangerous (b) complete (c) smooth.

Describe in about ten words the achievements of Stephenson.

[9]

Some rich people say that poverty is due to laziness, drink, or stupidity, and is, therefore, the fault of the poor themselves. Even if this were true, we should still have a duty to the poor; for it is the duty of the wise, the strong, the industrious and the virtuous to help the weak, the idle, the foolish and the vicious and to change their mode of life. But it is not wholly true; for a modern civilization, a great deal of the terrible poverty that exists is not due to any fault of the poor themselves but to the organization of society, for which the poor are not responsible. Whether a man is born rich or poor is a matter of chance. Many of the rich have simply inherited their wealth, and have, in no way earned it, and many of the poor have in like manner inherited the poverty and have in no way deserved it.

1. What do some people think about poverty?
2. What is the greatest cause of poverty in modern civilisation?
3. What is the duty of the rich and wise persons?
4. What can we do for the poor?
5. Give a suitable title to this paragraph.
6. Give the verb forms of:
(a) organisation (b) society (c) civilization.
7. Use in sentences of your own—Industrious, duty.
8. How do you account for poverty.

[10]

So, taking the dagger in his hand, he softly stole in the dark to.

the room where Duncan lay ; and as he went, he thought, he saw another dagger in the air, with the handle towards him, and on the blade, and the point of it, drops of blood. But when he tried to grasp at it, it was nothing but air, a mere fantasy proceeding from his own hot and oppressed brain and the business, he had in the hand.

Getting rid of the fear, he entered the king's room, and despatched him with one stroke of his dagger. Just as he had done the murder, one of the grooms, who slept in the chamber, laughed in his sleep, and the other cried 'Murder', which woke them both ! but they said a short prayer. One of them muttered, 'God bless us !' and the other answered 'Amen', and then, they turned and went to sleep again. Macbeth, who stood listening to them, tried to say 'Amen', when the fellow said, 'God bless us !' but though he had most need of a blessing, the word struck in his throat, and he could not pronounce it.

1. What did Macbeth think as he entered Duncan's room ?
2. How did he kill Duncan ?
3. How did the grooms react to the murder of Duncan ?
4. Why could Macbeth not say 'Amen' ?
5. What words in this passage have the following meanings :
 - (a) seize firmly with the hand.
 - (b) imagination.
 - (c) murmur.
 - (d) 'May it be so'
6. Give the Noun forms of :
bless, softly, laughed.
7. What do you mean by 'Fantasy' ?

[11]

One day, some people saw two women named Kamla and Leela, quarrelling fiercely over a baby. The people took the women and the baby to the court of the wise king Vikram. Kamla told the king that the baby was hers. Leela also claimed the baby as her own. King Vikram patiently heard the two women, thought over the matter for a few minutes and then said to one of his officers, "Fetch me a sword". The officer brought him a sword and then the king said, "Divide the baby into two and give half to the one and half to the other." At this, Kamla began to cry bitterly and said, "Oh my Lord, please don't kill the child. Let Leela have him". But Leela said, "It shall be neither mine nor hers, divide it". King Vikram, pointing to Kamla said, "Give her the child. She is the mother of it" and ordered Leela to be sent to the prison.

1. How did king Vikram find out the real mother ?
2. Why did he send Leela to prison ?
3. Would King Vikram have really cut the baby into two if the women had agreed to it ? If not, what, do you think, he would have done ?

4. Use in sentences of your own—neither, patiently.
5. How can you prove that King Vikram was wise and just?

[12]

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before others have got out of bed. In the early morning, the mind is fresh and there are few sounds or other distractions, so that work done at that time is generally done well. In many cases, the early riser also finds time to take some exercise in the fresh morning air and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work he can be expected to do. He goes to sleep several hours before mid-night, at the time when sleep is most refreshing and after a night's sound rest rises early next morning in good health and spirits for the labours of a new day.

1. How does early rising give us a good start?
2. How can an early riser do all his work thoroughly well?
3. What is the advantage of taking exercise in the fresh air of the morning?
4. When is sleep most refreshing?
5. In what state of health does an early riser rise next morning?
6. What are the advantages of early rising?
7. Give words from the passage which have the same meanings as—(a) completely (b) disturbances (c) provides.
8. What is your personal impression about 'Early rising'.

[13]

King Midas was fonder of gold than of anything else in the world. He valued his royal crown chiefly because it was composed of that precious metal. If he loved anything better or half so well, it was the one little maiden who played so merrily. But the more Midas loved his daughter, the more did he desire and seek for wealth. He thought that the best thing he could possibly do for his dear child would be to bequeath her the immensest pile of yellow glistening metal that had ever been heaped together. So he gave all his thoughts and all the time to this one purpose. If ever he happened to gaze, for an instant, at the gold-tinted clouds of sun set, he wished that they were real gold. When little Marygold ran to meet him with a bunch of bright flowers, he used to say, "Pooh, pooh, child! if these flowers were as golden as they look, they would be worth plucking."

1. What did King Midas love the most?
2. What did he love next to that?
3. "But the more Midas loved his daughter, the more did he desire and seek for wealth." Why?

4. Give sentences to show that his one desire in life was the accumulation of riches.
5. Why does the writer call Midas, foolish man ?
6. Does true happiness lie in riches ?
7. Give the Noun forms of :
merrily, possibly, real.
8. What is your own reaction to the love of money ?

[14]

When all the people had assembled in the galleries and the king surrounded by his court, sat upon his throne of Royal state on one side of the arena, and gave a signal, a door beneath him opened and the accused subject stepped out into the amphitheatre. Directly opposite to him on the other side of the enclosed space were two doors, exactly alike and side by side. It was the duty and privilege to the person on trial to walk directly to these two doors and open one of them. He was subject to no guidance or influence but that of impartial and incorruptible chance. If he opened the one, there came out of it a hungry tiger which immediately sprang upon him and tore him to pieces as a punishment for his guilt. But, if the accused person opened the other door, there came forth from it a lady, the most suitable to his years and station that his Majesty could select among his fair subjects and to this lady, he was immediately married, as a reward of his innocence.

1. Suggest a suitable title to the passage.
2. Where did the king sit ?
3. When did the accused open the door and step into the amphitheatre ?
4. What punishment was given to an accused ?
5. How were the innocent rewarded ?
6. Was this method of administering justice good ? Give reasons.
7. Give the meanings of :
(a) Amphitheatre.
(b) Impartial.

[15]

Socrates had many disciples and the greatest of these was Plato. Plato wrote many books which have come down to us ; and it is from these that we know a great deal of his master, Socrates. Evidently Governments do not like people who are always trying to find out things ; they do not like the search for truth. The Athenian Government—this was just after the time of Pericles—did not like the method of Socrates, and they held a trial and condemned him to death. They told him that if he promised to give up his discussion with people and changed his ways, they would let him off. But he refused to do so and preferred the cup of poison, which brought him death, to giving up what he considered his duty.

1. Give a suitable title to the passage,

2. Which statement is true :
 - (i) Socrates was a stubborn man.
 - (ii) Socrates was a man of conviction.
 - (iii) Socrates wanted to win an immortal name by drinking the cup of poison.
3. What was the cause of clash between the Athenian Government and Socrates.
4. Give the meanings of : (i) Condemned (ii) Preferred.

[16]

Very little is known about the life of William Shakespeare. His father was a tradesman of Startford-on-Avon. William was a pupil in the Startford Grammar School, but his father got into debt and the boy had to leave school at the age of fourteen. Then he joined a company of actors and perhaps it was this that first-made him think of writing plays. At the age of 18, he married and left Startford. He went to London where again he became an actor. He was successful in the theatre and began to write better plays for the theatrical companies to act. He took exciting or amusing stories from novels or history books and rewrote them, inventing new characters and improving the stories. Thus, by his genius, he made plays which not only pleased and amused the people of his time but also contained great poetic beauty and truth which have made his name immortal.

1. What is your reaction to Shakespeare's life ?
2. Suggest a suitable title to the passage.
3. How did Shakespeare win an immortal name ?
4. Fill in the blank :
Shakespeare began writing amusing.....for the theatrical companies.
5. From the passage above, give words which have the same meanings as :
(i) student (ii) merchant (iii) have.

[17]

For the student, walking is preferable to all other exercises. The advantage of this mode of exercise is that it is simple. The apparatus is all at hand complete. You need not wait for the importation of machinery. It is in the open air that the lungs can, at once, receive the pure air of heaven and the eyes gaze upon hill or dale, upon trees and flowers, upon objects, animate and inanimate. The very objects of sight and sound cheer and enliven the mind and raise the spirit. Another advantage of walking is that you can have friend to walk with and unbend the mind and cheer up the spirit by pleasant con-

versation. Once try the method of walking with a friend regularly for a few weeks and you will be surprised at the marvellous results. On those afternoons when study is not required; be sure to take long walks and lay up health for days to come.

1. Why is 'walking' preferable to all other exercises for the students ?
2. What is the advantage of breathing in the open air ?
3. Suggest a suitable title.
4. You can cheer up the spirit by.....with a friend. (Fill up the blank).
- 5 Give from the passage, the words having the same sense as the following :
(i) better (ii) wonderful (iii) way.

[18]

I like being with children and talking to them and even more, playing with them. For a moment, I forget that I am terribly old and it is a very long time ago since I was a child. But when I sit down to write to you, I cannot forget my age and the distance that separates you from me. Old people have a habit of delivering sermons and good advice to the young. I remember that I disliked this very much long ago when I was a boy. So I suppose you do not like it very much either. Grown-ups have also a habit of appearing to be very wise even though very few of them possess much wisdom. I have not quite made up my mind yet whether I am wise or not. Sometimes listening to others, I feel, I must be very wise and brilliant and important. Then looking at myself, I begin to doubt this. In any event, people who are wise do not think about their wisdom and do not behave as if they were very superior persons. (Jawaharlal Nehru)

1. Who likes the company of children ?
2. What are his feelings when he sits down to write to his daughter ?
3. Describe his reaction to the habit of grown-ups delivering sermons to the young ?
4. What does he think about himself ?
5. How do the wise people think ?
6. Give a suitable heading to the passage.
7. Pick out words used in the passage which mean the same as :

(a) Bright (b) Have (c) Better (d) Keeps away.

[19]

Trees give shade for the benefit of others and while they themselves stand in the sun and endure the scorching heat, they produce the fruit by which others profit. The character of good men is like that of trees. What is the use of this perishable body, if no use of it is made for the benefit of mankind? Sandal-wood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. Wood, the more it is burnt, the more brightly does it shine. The men who are noble at heart do not lose their qualities even in losing their lives. What matters whether men praise them or not! What difference does it signify whether they die at this moment or whether their lives are prolonged. Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a man who does not live for others. To live for the mere sake of living one's life is to live life of dogs and cows. Those who lay down their lives for the sake of a Brahman, a cow, a friend or even for the sake of a stranger will assuredly dwell for ever in a world of bliss.

1. This passage is about :
 - (i) Benefits of trees
 - (ii) Self sacrifice
 - (iii) Character of noble men.
 (Choose the best answer)
2. What is the life of a noble man compared to ?
3. What lesson do you learn from this passage ?
4. Pick out words used in the passage which mean the same as :—
 - (i) burning (ii) bear (iii) perishable (iv) sacrifice.

[20]

The coming of machines has enabled people to produce far more goods than they had done in the past. Because of machines, there are many more things of all kinds that people want in the world today than ever before. Now this great increase of goods ought to have benefitted every body, a new comfort into the world and an abundance of all things that people want. And it is, in fact, true that common people in civilized countries live better than they used to do before goods were produced by machines. But they do not live as much better as they ought to do. Where then has this new wealth that the machines have produced gone? Most of it has gone into the pockets of a very few people. The rich are much richer than they were before. Thus the good things which science has brought into the world have not been distributed equally, a fair share

to everybody. And much of the money has just been wasted, for example, on wars, and on guns and battleships and tanks for fighting wars.

1. This passage is about :
 - (i) the advantages of machines
 - (ii) the disadvantages of machines
 - (iii) the coming of machines.
 (choose the best answer.)
2. Describe in about 20 words the effect of the invention of machines on the lives of the people.
3. How has the disparity between the rich and the poor grown wider ?
4. How is a large part of the money, produced by machines being wasted ?
5. Fill in the blank :
Now this increase of goods ought to have.....every body.
6. Pick out words used in the passage which have the same sense as :
(a) Plenty (b) Divided (c) Gained.
7. What is your own feeling about the invention of machines ?

Exercise 66

(For X Class)

[1]

Science has not only changed men's lives but has also made it happier, easier and more secure. Human beings today know more than they did two hundred year ago. They suffer less pain, they work less hard, they are more reasonable and they are not so much afraid of things. Science has made us free from superstitions and fears such as those of the wrath of angry gods, of the devil, of curses, of the evil eye and so on. The result is that men are less frightened than they used to be ; their lives are brighter and minds clearer. In a word, they are more civilized.

Read the above passage and answer the following questions :

- (a) Give a suitable title to it.
- (b) What things were the early people afraid of ?
- (c) How has science changed men's lives ?
- (d) Why do the modern people work less hard ?

- (e) Are the modern people more civilized than early people ?
 (f) Give from the passage above, words which have the same meaning as the words given below :
 (i) Altered (ii) angry (iii) cultured (iv) safer (v) century.

[2]

Those who do not know Jawahar very well imagine that he has no other interest in life except politics, reading and writing. These certainly take up most of his time but he has great many hobbies and interests to which he cannot devote as much time as he would like to. Any spare time he has from his political work is generally spent in reading, sometimes in writing too, though the latter he usually does when he is in jail. He loves riding and is a fine rider. Swimming too he is fond of but he seldom, if ever, gets a chance to avail himself of it. He never goes to a cinema or a theatre unless we force him to and if it is something really good, he quite enjoys himself. But to see him at his best, one should see him with children of all ages. He is very fond of them. If a child goes to him and asks him the how and why of anything, he will never brush him aside and will try to satisfy his curiosity.

1. Describe your reaction to Jawahar Lal's interests .
2. To which work does he devote the most of time ?
3. When do we find him at his best ?
4. How does he satisfy the curiosity of the children ?
5. Name Jawahar's interests and hobbies.
6. Use in sentences of your own :
 (i) avail (ii) devote (iii) satisfy.
7. He never goes to a.....
 Fill in the blank.

[3]

Ten minutes later, Swaroop entered the *pooja* room, prostrated himself before the gods, rose, and snatching his box, ran to a secluded place in the backyard. With a fluttering heart, he opened the box. He emptied it on the ground, ran his fingers through the mass of sand and leaves, and picked up two pebbles. As he gazed at the cardboard box, the scattered leaves, and the pebbles, he was filled with rage. The indifference of the gods made him angry and brought tears to his eyes. He wanted to abuse the gods, but did not dare. Instead, he vented all his rage on the cardboard box, and kicked it from place to place. He stamped upon the leaves and sand. Then

he was afraid that even this might offend the gods. They might make him fail in his examinations, or kill father, mother, granny or the baby. He picked up the box again and put back into it the sand, the leaves, and the pebbles, that he had crushed, crumpled and kicked, a minute ago. He dug a small pit at the root of a banana tree and buried the box reverently.

- (a) What did Swaroop do on entering the *pooja* room ?
- (b) What were the things he found in the box ?
- (c) How did Swaroop feel about the gods ?
- (d) How did he express his anger ?
- (e) In what way could the gods punish him ?
- (f) Pick out from the passage above words which have similar meaning as the expressions given below and match them together :
 - (i) Showed deep respect (ii) took up (iii) looked fixedly
 - (iv) lonely

[4]

No ordinary work done by a man is so hard as the work of a woman who is bringing up a family of small children for upon her time and strength demands are made not only every hour of the day but every hour of the night also. She may have to get up night after night to take care of a sick child and yet must by day continue to do all her household duties as well ; and if the family means are scanty, she must usually enjoy even her rare holiday, taking all her brood of children with her. Above all, our sympathy and regard are due to the struggling wives among those whom Abraham Lincoln called the plain people and whom he so loved and trusted for the lives of these men are often led to the lovely heights of quiet, self-sacrificing heroism.

1. How is the work of a woman harder than that of a man ?
2. How does a woman of scanty means enjoy her holidays ?
3. Who are the plain people ?
4. Why should we have greatest sympathy for the women ?
5. Suggest a suitable title.
6. Use in sentences—Usually, to bring up.
7. Give other words, having similar meaning, for—struggling, trust, heroism.

[5]

One of the most widely spread of bad habits is the use of tobacco. Tobacco is smoked or chewed by men, women and even by children, almost all over the world. It was brought to Europe from America.

by Sir Walter Raleigh, four centuries ago, and has spread everywhere. I very much doubt whether there is any good in the habit even when tobacco is not used in excess ; and it is extremely difficult to get rid of the habit once it has been formed.

Alcohol is taken in almost all cool and cold climates, and to a very much less extent in hot ones. Thus, it is taken by people who live in the mountains, but not nearly so much by those who live in the plains of India. Alcohol is not necessary in any way to anybody. Millions of people are beginning to do without it entirely. In India, it is not required by the people at all, and should be avoided by them altogether. The regular use of alcohol even in small quantities tends to cause harm in many ways to various organs of the body.

It effects the liver, weakens the mental powers, and lessens the general energy of the body :

- (i) Does the writer feel that tobacco, when not used in excess, is good for health ?
- (ii) Is it easy to give up the habit of smoking ?
- (iii) Is it necessary to consume alcohol ?
- (iv) Does the writer recommend the use of alcohol to Indians ?
- (v) In what way does alcohol affect the human body ?
- (vi) What is your reaction to the habit of smoking or chewing tobacco ?
- (vii) The regular use of alcohol causes harm to various.....
(Fill in the blank.)

[6]

Too much importance must not be attached to the wrong acts done by children, particularly if they happen to be of a minor nature. Many boys and girls at a young age are likely to be in the habit of stealing, neglecting their studies, slipping out of their classes or using bad language. In nearly every case, the root cause of the trouble is the fact that proper care of the child is not taken in the house or sufficient interest is not shown in him. But, if the parents were wise, they would correct the faults of their children by paying more attention to them. Whatever the case, one thing should never be done. The bad things in the children should never be repressed, that is, they should not be compelled to change for better under fear of the rod. Physical punishment does not improve them. It only makes them worse than before.

1. What do some boys and girls do at a young age ?
2. What is the root cause of their misbehaviour ?

3. What is the duty of the wise parents ?
4. Why should not a rod be used to make the children better ?
5. Assign a suitable heading to the passage.
6. What is your own thinking regarding physical punishment to small children ?

[7]

Not only boys but also many grown-up people are fond of making heroes of great soldiers. They praise the great conquerors of history like Alexander the great and Napoleon. "But peace hath her Victories, no less renowned than war" and therefore we ought to give more honour to the social reformers, the scientists, the philanthropists and the wise statesmen of history. Their work has been to make people happier and more prosperous, to prevent and cure diseases and to make life more comfortable, to relieve poverty and suffering and to give countries peace, good government and just laws.

1. Whom do the people generally honour ?
2. Whom should we give more honour—to the soldiers or to the scientists and statesmen ?
3. Why should statesmen and social reformers be more honoured than soldiers ?
4. How do reformers reform the countries ?
5. Do you like War or Peace ? Give reasons.
6. Suggest a suitable heading.
7. Give the antonyms of :
 - (a) Poverty.
 - (b) Happier.

[8]

That night Budha went to the threshold of his wife's chamber and there by the flickering lamp, he gazed on a scene of perfect bliss. His young wife lay surrounded by flowers, with one hand on his infant's head. A yearning arose in his heart to take the babe in his arms for the last time before relinquishing all earthly bliss. But this he might not do. The mother might be awakened and the entreaties of the fond and loving soul might unnerve his heart and shake his resolution. Silently then he tore himself away from the blissful sight, the nest of all his joy and love and affection. In that one eventful moment in the silent darkness of the night he renounced for ever his wealth and position and power and more than all this, the affections of a happy home, the love of a young wife and a tender infant, now lying unconscious in sleep. He renounced all this and rode away that night to become a poor student and homeless wanderer.

1. Give a suitable title to the passage.
2. What kind of scene did he happen to see in his wife's chamber ?
3. What yearning did this scene raise in Budha's heart ?
4. Why did he not take the babe in his arms to satisfy his desire ?
5. What blissful thing did he renounce before he left his palace ?
6. With what aim did he renounce all this ?
7. What is your reaction to Budha's renunciation ?
8. Give the antonyms of :—(a) shake (b) tender (c) unconscious.

[9]

Teachers cannot afford to be ignorant of the influences which shape the opinions and habits of men and women at large among which broadcasting and the cinema are two of the most powerful. Children are continuously affected by both, and for this reason alone it is essential that the teacher's training should cause him to think critically and constructively of the relationship of broadcasting and of the cinema to education. We should expect such studies to be part of an enlightened course in education and social studies and to result in the school's doing something to children's taste.

But there is another and perhaps even more important reason why a teacher's training should take account of these things. Both radio and films are becoming more widely valued as instruments of education in all types of schools. In 1942, some 12,000 schools listened to programmes of broadcast lessons and it is estimated that some 850 schools had cinema projections before the outbreak of war. The film strip is being increasingly used as a cheap and convenient method of illustration and demonstration and will undoubtedly play an important part in education in the future.

1. Give a suitable title to the passage.
2. What are the influences which shape the opinions of people ?
3. What is the relationship of broadcasting and cinema to education ?
4. What is the role of a teacher in the modern times when broadcasting and cinema play an important part ?
5. What is the cheap and convenient method of imparting education ?
6. What is the scope of broadcasting and cinema in the future ?

7. Make sentences using ?

(a) Instrument

(b) Ignorant

[10]

There is a mysterious power that cannot be defined but, which is present in everything. I feel it though I do not see it. It is this unseen power that makes itself felt and yet defies all proof because it is so unlike all that I perceive through my senses. It is beyond the range of senses, but it is possible to reason out the existence of God to a limited extent. Even in ordinary affairs, we know that people do not know who rules. And yet they know that there is a power that certainly rules. If the knowledge of general people is so limited about their ruler, I who am infinitely lesser in respect to God than they to their ruler, need not be surprised if I do not realise the presence of God, the King of Kings. Nevertheless I do feel that there is orderliness in the universe. There is a law governing everything and that law which governs all life is God. Law and Law-giver are one.

[Mahatma Gandhi]

1. Give a suitable title to the passage.
2. What is the mysterious power referred to here ?
3. What is God ?
4. How can we prove the existence of God ?
5. In what way did Gandhiji feel that the existence of God could be reasoned out to a limited extent ?
6. How can you say that Gandhiji had firm belief in God ?
7. Give the meanings of
 - (a) Defies
 - (b) Orderliness.
8. How do you react to Gandhiji's belief in God ?

[11]

Of text books about which we hear so much, I never felt the want. I do not ever remember having made much use of the books that were available. I have always felt that the true text book for the pupils is his teacher. I remember very little that my teachers taught me from books but I have even now a clear recollection of the things they taught me independently of books.

Children take in much more and with less labour through the ears than through their eyes. I do not remember having read any book from cover to cover with my boys. But I gave them, in my own language, all that I had digested from my reading of various

books and I dare say they are still carrying a recollection of it in their minds. It was laborious for them to remember what they learnt from books but what I imparted to them by word of mouth, they could repeat with the greatest ease. Reading was a task for them but listening to me was a pleasure when I did not bore them by failure to make my subject interesting. And from the questions that my talks prompted them to put, I had a measure of their power of understanding.

1. Suggest a suitable title to the passage.
2. Why did Gandhiji not feel much the necessity of text books?
3. What, according to Gandhiji, is the true text book?
4. What was the laborious method of learning for the children?
5. What did they find pleasure in?
6. How could Gandhiji test his pupils' understanding of a lesson?
7. Use in sentences of your own :
 - (a) Impart
 - (b) Digest

[12]

But more than all these festivals, I was interested in one annual event in which I played the central part—the celebration of the anniversary of my birth. This was a day of excitement for me. Early in the morning, I was weighed in a large balance against some bagfuls of wheat and other articles which were then distributed to the poor; and then I put on new clothes and received presents. Later in the day, there was a party. I felt a hero of the occasion. My chief grievance was that my birthday came so rarely. Indeed I tried to start an agitation for more frequent birthdays. I did not realise then that a time would come when birthdays would become unpleasant reminders of advanced age. [Jawaharlal Nehru]

1. Give a suitable heading to the above passage.
2. In what annual event was the boy Nehru interested the most.
3. What programme took place in the morning?
4. When was the party held?
5. How did Nehru feel on his birthday?
6. What was his chief grievance?
7. How did he enjoy his birthdays in old age?
8. Give from the passage the words having the same sense as : yearly; annual day; seldom

[13]

It is not always easy *in company* to speak frankly and if you don't want to be considered a bad-mannered person, you have to watch constantly for signs. It is not easy, for example, to listen, for a long time, to one person. If there are two of you, take half of it. When you have said a little, keep quiet and give your friend a chance to say something. If he does not talk, he probably does not want you to talk either. Many a young man or woman *talks away* thinking the company is delighted to hear him or her but everyone is really exhausted and angry. Don't think you can say unpleasant things about someone behind his back and not be *found out*. It is surprising how the remarks usually find their way to the person with your name attached, so to speak. Whatever you say, always *assume* that the person may overhear and modify your remarks accordingly. All experienced people act in this way.

1. Suggest a suitable heading to the passage.
2. Explain two of the italicised expressions in the passage.
3. Mention two characteristics which belong to a bad-mannered person.
4. What good manner should you observe when you are in company?
5. Why shouldn't one say unpleasant things about someone behind his back.
6. What is foolish about, the behavior of a young man or woman 'who talks away' all the time. [H.S. Board 1972].
7. Make new words by adding prefixes:— Hear, pleasant

[14]

A proper consideration of the value of time will inspire the habit of punctuality. Punctuality is the politeness of kings, the duty of gentlemen, and necessity of men of business. Nothing begets confidence in a man sooner than the practice of this virtue and nothing shakes confidence sooner than the want of it. He, who holds to his appointment and does not keep you waiting for him, shows that he has regard for your time as well as his own. This punctuality is one of the ways in which we show our personal respect for those whom we are called upon to meet in the business of life. It is also consciousness in manner, for an appointment is a contract and he who does not keep it, is guilty of breaking faith as well as of dishonestly other people's time. We naturally come to the conclusion that the person who is careless about time will be careless about business and he is not to be trusted with the transaction of matters of importance. When Washington's secretary excused himself for the lateness of his attendance and led the blame on his watch, his master quietly said, "Then you must have another watch or I another secretary".

1. Give a suitable title to the above passage.

2. What is punctuality ?
3. Give the importance of punctuality in two or three sentences.
4. How can we show our regard for others by means of punctuality.
5. How does an unpunctual man shake the confidence of others ?
6. What did Washington say to his secretary when he blamed his watch for coming late ?
7. Do you agree that punctuality is one of the greatest virtues ?
8. Make sentences using :
 (a) As well as
 (b) Guilty.
9. Give the Verb forms of : practice, confidence, appointment, conclusion.
10. Make new words by adding prefixes : Honesty, gets, punctual.
11. Give your own reaction to punctuality.

[15]

India must break with much of her past and not allow it to dominate the present. Our lives are encumbered with the dead wood of the past and all that is dead has no purpose. But that does not mean a break with or forgetting of the vital and life-giving in that past. We can never forget the ideals that have moved our race, the dreams of the Indian people through the ages, the wisdom of the ancients, the buoyant energy and love of life and nature of our forefathers, their spirit of curiosity and mental adventure, the daring of their thought, their splendid achievements in literature, art and culture, their love of truth, beauty and freedom ; nor can we forget the myriad experiences which have built up our ancient race and lie embedded in our sub-conscious minds. We will never forget them or cease to take pride in that noble heritage of ours. If India forgets them, she will no longer remain India and our joy and pride will cease to be.

1. What has India to do away with ?
2. Why cannot we have a complete break with our ancient past ?
3. What is that noble heritage which we should be proud of ?
4. What will happen if we forget the past ?
5. Suggest a title to this passage.
6. Give the Noun forms of :
 Forget, dominate, move, splendid.
7. Use in sentences of your own : Dominate, cease, splendid

[16]

There was a time when all house-work was done by the women or girls of the household. Few husbands ever *dreamt* of washing up, preparing breakfast or tending the baby. Such duties were no concern of theirs. And a normal school boy assumed that if help were needed in the home, his sisters would be called on to give it and the whole family supported the view that the male child should not—or could not—clean, mend, wash, cook or make beds.

Things are very different today. Doctors or barristers find nothing *undignified* or shameful in putting on an apron to help in the kitchen or *nursery* and even boast of their *superior organisation* of the washing of clothes or the household or the *personal linen*. The school boy is more often than formerly expected to help his mother. One reason for the change is the shortage of domestic servants. Girls could once be found to do the hard work in middle and upper class homes for very moderate wages. Such girls can now-a-days earn in factories in a short working day more money than most *householders* can afford to pay. Thus the wife now does the house-work herself with the aid of *labour-saving equipment*; and she expects some help from her husband.

1. What was the practice in the past regarding home-work ?
2. How has it changed today ?
3. What is the reason for this change ?
4. Why don't girls like to do household jobs these days ?
5. Give the meaning of the italicised words and expressions.
6. Use the following in sentences of your own :
To make beds, moderate.
7. Suggest a suitable heading for this piece.

[H.S. Board 1968]

8. Give opposites of :—
Dignified, shameless, superior.

[17]

The most important thing is that we should have freedom of thought. This is not as easy as it sounds, for everyone likes to have this freedom for himself, but is not ready to give it to others when they express different opinions. This is particularly the case when differences of opinions arise on such important matters as religion or politics. But, if we refuse to let other people hold their opinions on these matters, and specially if we try to force them to accept our own, progress is impossible. If every one went on thinking the same things as his ancestors thought, progress would come to an end, because as Budha said, "What a man thinks, he becomes". So, if we think exactly what our forefathers thought, we shall remain in the condition in which they were. Our thought depends a good deal upon what we read and what we talk about. Therefore, if we

want to think new thoughts, we must try to study all sides of the topics that come before us, and not be content only with what we read in newspapers or what others say.

1. What is the most important thing to have ?
2. What did Budha say ?
3. How can we learn toleration towards others ?
4. What do our thoughts depend upon ?
5. Suggest a suitable title.
6. How can we make progress in our thoughts and deeds ?
7. If we try to force others to accept our thought.....
(Fill in the blank)
8. Give the opposites of :—
Important. like, content.

[18]

Why are examinations such a terror ? Perhaps because chance plays such a great part in them. The examination paper is like a lottery — uncertain, undependable. The element of uncertainty and surprise is bound to shake the most confident examinee. Sometimes our nervousness is so great that we seem to forget our best prepared lessons. Before the examination, we feel sure of doing well, but once the question paper is before us, our mind becomes perfectly blank. We fail to recall our most memorised lessons. Some candidates even faint in the examination hall. The question paper springs a complete surprise. None of the 'sure hints', over which we have spent days and nights appear in the examination. On the contrary, just those very topics, which we left out as unimportant and unexpected, stare us in the face. In Geography, we prepared the map of Europe but we are required to draw a free-hand map of Asia and the question is compulsory. Surely the fates and their friend, the examiner have played a cruel joke upon us.

1. Why are examinations considered to be a terror ?
2. How does the chance play an important role in the examinations ?
3. What is your reaction to the examinations ?
4. How do the fates and the examiner play a cruel joke upon the students ?
5. Why do some students get nervous in the examination ?
6. Pick out words used in the passage which give the same sense as :
(i) especially (ii) do not allow (iii) the same (iv) ancestors
(v) subject-matter.

[19]

Happiness does not consist in riches, although it is very easy to believe that it does. True wealth would be much better defined as

'character'; for a man can only be happy when he is at peace with himself. The richest men are often the most unhappy, since they do not realise that a man's wealth does not consist in the abundance of things which he possesses, but in the sort of man that he is. The Greeks wrote over the entrance of one of their most famous temples the words—"Know Thyself." They understood that in order to be happy, a man must face life honestly. He cannot expect to "get", if he never "gives"; he cannot expect to be happy himself, if he never makes others happy. A man's life is of no importance or value at all, unless he succeeds in influencing, helping and encouraging those among whom he lives. For too many people are not living at all, but are just existing for themselves alone; they receive no happiness from life because they never give happiness to others. In other words, they are poor in spirit; for there is a spiritual side to poverty as well as a material. A man can be rich on twenty rupees a month, if his mind is trained to seek happiness in human friendship and companionship and helpfulness, instead of in money.

1. This passage is about :

(a) know thyself

(b) character—true wealth

(c) secret of happiness.

(Choose the best answer)

2. What does happiness, according to the author consist in ?
3. What was written at the entrance of a famous Greek temple ? How do you react to it ?
4. Why does abundance of wealth not bring true happiness ?
5. 'To love fellow-men is to love God'. What is your reaction to this statement ?
6. Pick out words from the passage which have the same sense as :
(i) sad (ii) plenty (iii) has (iv) significance (v) inspiring.
7. Use in sentences the Adjective forms of :
Abundance, importance, helpfulness.

[20]

One evening, long after most people had gone to bed, a friend and I were making our way merrily home through the silent and almost deserted streets. We had been to a musical, and were talking about the people we had seen and heard in it.

"That show made him a star overnight", said my friend about one of them. "He was completely unknown before. And now thousands of teenagers send him chocolates and love-letters by every post."

"I thought him quite good," I said, "but not worth thousands

of love-letters daily. As a matter of fact, one of his songs gave me a pain."

"What was that ?" my friend asked. "Sing it to me."

I burst into a parody of the song.

"Be quiet, for heaven's sake." My friend had given me an astonished look. You'll give everybody a fright, and wake people up for miles around. Besides, they'll think you a drunkard, and me too, probably. And then we'll have a policeman after us."

"Never mind," I said, intoxicated more with the sound of my own voice than with the few drinks we had. I don't care. What does it matter ?" And I went singing him the latest tunes at the top of my voice.

Presently there came behind us the sound of a heavy tread, and before you could say 'Jack Robinson' a policeman was standing in front of me, his notebook open, a determined look on his face.

"Excuse me, sir," he said. "You have a remarkable voice, if I may say so. Who taught you singing ? I'd very much like to find someone who can give my daughter singing lessons. Would you be kind enough to tell me your name and address ? Then my wife or I would drop you a line and we could discuss the matter."

(i) Where were the two friends returning from ?

(ii) What were they talking about ?

(iii) Did both the men like the star's singing ?

(iv) What did one of the men do ?

(v) Did the other man approve of it ?

(vi) What did the policeman ask for, and why ?

(vii) Give the meanings of each of the following as used in the passage :

(1) overnight ;

(2) teenagers ;

(3) parody ;

(4) intoxicated.

(viii) Use the following in sentences of your own :

(1) determined ;

(2) at the top of my voice.

(ix) "Never mind," I said,.....with the sound of my own voice than with the few drinks, we had.

(Fill in the blank.)

MODEL TEST PAPERS

Model Test Paper No. 1

For IX Class (Course A+B)

Time : 2½ hrs.

M. Marks : 60

Part I (20 Marks)

I. Change the following into the indirect form of narration :

- (a) "You can do nothing," Rita said to me.
 "How do you know that ?" I asked.
 "I have some sense in my head," Rita said.
- (b) He said to his friend, "Please lend me your book."
- (c) The stranger said to me, "Do you know the price of sugar now-a-days ?" 3.

Change the narration :

1. Moosa said to me, "Is it a fun to ride a bicycle ?"
2. His mother said to him, "Do not stay up late ?"
3. Usha said, "Last night, I went to the cinema."
4. His father said to him, "Do you take part in debates at school ?"
5. His father told him to get some sleep.
6. He asked me if I went on a bicycle to school.

- II. (a) Make nouns from : (by using suffixes) (Do any four).
 Free, slave, refuse, depend, collect, arrange, build, forgive, just, develop, equal, honest. 2

- (b) Make opposite words : (by using prefixes) (Do any four).
 Appear, common, lucky, lead, complete, happy, polite, pure, regular, able. 2

- III. (a) Fill in the blanks with determiners : (Do any four).

1. He made.....mistakes in his essay.
2. There are.....boys who have not paid their fees yet.
3. She is.....Asian by birth, not.....European.
4. He reads.....Gita every day.
5. The teacher caught me by.....ear.
6. I gave him.....rupees, I had.

(b) Fill in the blanks with prepositions : (Do any six)

1. Mohan looks.....his children.
2. Look.....the black board.
3. He jumped.....the well.
4. My grand father died.....small pox.
5. I agree.....your proposal.
6. He warned me.....the danger.
7. Industry is the key.....success.
8. He has been living here.....1980.
9. Mrs. Indira Gandhi was murdered on the 31st
Oct., 84.

3

IV. Do as directed : (Do any eight)

1. i dont know ram said he. (Punctuate)
2. He is too weak to walk. (Remove 'too')
3. He.....to school everyday. (Use the proper form of 'go')
4. I.....since morning. ('read'—use the proper tense)
5. He will write a book. (Change voice)
6. Who teaches you Mathematics ? (Voice)
7. His brother stole my book. (Change into Present Perfect)
8. Kalīdas has written many plays. (Past-Indefinite)
9. Please help me. (Voice)
10. What a great animal i am said the wolf to himself. (Punctuate)
11. He told me that he.....to bring his book. (Use the right form of 'forget')
12. If he had helped me, I... ..him. (Use the right form of 'thank')
13. He is.....M.A. from.....Punjab University. (Fill in with articles)
14. You cannot stand first.....you work hard. (Conjunction) 4

V. (a) Transform as directed :

1. Man is mortal. (Do any four)
2. As soon as I stepped out, it began to rain. (Interrogative)
3. Being lazy, he failed. (Negative)
4. Shall I ever forget these happy days ? (Compound)
5. In spite of his being poor, he is honest. (Assertive)

(b) Fill in the blanks with Auxiliary Verbs given in brackets :

1. I pray that he.....succeed. (Do any four)

(shall, may)

2. You.....not worry about me. (would, need)
3. Run fast lest you.....miss the train. (ought, should)
4. He..... respect his teachers. (may, should)
5.I come in, sir ? (should, may)

2

Part II (40 Marks)

I. Write a paragraph on any one of the following in 100 words :

1. The Postman
2. My Favourite Book
3. How I spend my Sunday
4. My Hobby
5. A Wedding, I have attended
6. A Visit to an Exhibition
7. My Pet
8. You, along with your brother were coming back home from a picture house at dead of night. All of a sudden, you were attacked by the robbers... develop it into a paragraph.
9. Diwali.....the Festival of Lights.

10

Or

Write a (full) complete story in about 100 words with the help of following outline with a moral :

- (a) An old farmer—four sons—quarrelling with one another—farmer near death—worried—called his sons—gave each a stick to break—each broke—tied four in a bundle—none could break—advantages of unity.

Or

A dark night—a blind man—a lamp in hand—A man laughs at him—what use is lamp to you ?—blind man laughs back—fools—for a careless fool would not notice him in darkness.....

Or

Forest—two travellers—meet a bear—one climbs up a tree—the other lies down as if dead—bear smells his nose—goes away—first traveller asked what the bear had said—“Beware of friends who run away in danger.”

II. Write an application to the Principal, requesting him to grant you a fee concession. Give reasons why you need it.

10

Or

Write a letter to your area Postmaster, complaining against the postman of your area.

Or

Write a letter to your younger brother, advising him to be regular in his studies. (You have received a report from the Principal against your brother.)

III. Read the passage given below and answer the questions that follow :

Mrs. Lincoln had arranged a theatre party to celebrate the end of war. Lincoln had been warned against an attempt on his life. But Lincoln only smiled. Who would wish to kill him now ? The play had begun when the President's party entered the box. There was a loud cheer for the man who had saved the country. The President bowed and took his seat. Beside him, sat his wife, a young army officer and his bride. A man suddenly entered the box, put his pistol to Lincoln's ear and shot through his head. A woman screamed, "He has shot the President." The murderer was one John Wilkes Booth, a stage actor. He waved his dagger and rode away, fearing to be killed by an angry crowd.

- (a) Why had Mrs. Lincoln arranged a theatre party ?
- (b) What had Lincoln been warned against ?
- (c) How did Lincoln take the warning ?
- (d) Why did Lincoln bow ?
- (e) Who were sitting beside Lincoln ?
- (f) What is your reaction to Lincoln's career ?
- (g) Use in sentences of your own

Beside, celebrate.

- (h) What happened to Lincoln then
- (i) Who was the murderer and what did he do after murdering ?
- (j) Form a new word by adding suffix to 'arrange'.
- (k) Give, from the passage above, the words having the same meaning as, cried, killer.

20

Or

We, who live in the present day world are bound to call ourselves civilised. Is it because we live and dress better than our forefathers ? Of course, we have the advantages of the inventions of science which our ancestors had never known. But let us search our hearts and ask ourselves : "Has science solved all our problems ?" Frankly speaking, the answer is "No". In fact, science has added to our worries. Perhaps now we can kill more easily and swiftly than ever before. And then we have not given up the old habit of fighting. That is why we have wars after a decade or two. If we wish to be really civilized, let us learn to live in peace. Let us achieve Brotherhood of Man.

Read the passage carefully and answer the following questions, as far as possible, in your own words :

- (a) Why do we call ourselves civilised ?

- (b) Has science solved all our problems ?
 (c) How do you react to the inventions of science ?
 (d) How can we become truly civilized ?
 (e) What was the mission of the life of our Prime Minister Indira Gandhi ?
 (f) Use in sentences of your own :
 (i) bound (ii) search.
 (g) Give, from the passage, the words having the same meaning as :
 (i) Forefathers (ii) Uses (iii) War (iv) Really.
 (h) How have the inventions of science proved harmful to us ?
 Or

The great advantage of early rising is the good start it gives us in our day's work. The early riser has done a large amount of hard work before others have got out of bed. In the early morning, the mind is fresh and there are few sounds or other distractions, so that work done at that time is generally done well. In many cases, the early riser also finds time to take some exercise in the fresh morning air and this exercise supplies him with a fund of energy that will last until the evening. By beginning so early, he knows that he has plenty of time to do thoroughly all the work, he can be expected to do. He goes to sleep several hours before mid-night, at the time when sleep is most refreshing and after a night's sound rest rises early next morning in good health and spirits for the labours of a new day.

1. How does early rising give us a good start ?
2. How can an early riser do all his work thoroughly well ?
3. What is the advantage of taking exercise in the fresh air of the morning ?
4. When is sleep most refreshing ?
5. In what state of health does an early riser rise next morning ?
6. What are the advantages of early rising ?
7. Give other words, from the passage above, which have the same meanings as ; provide, disturbances, usefulness.
8. Form a new word by adding prefix to 'sleep'.

Model Test Paper II

(For X Class)

Time allowed : 2½ hours.

Max. Marks : 50

(Part I—22 Marks)

- I. Rewrite each of the following sentences with the correct tense of the Verbs given in brackets : (Do any six)

1. It (happen) last night.

2. The watch (steal) by him.
3. He (remember) that God is omni-present.
4. If you promise to work hard, I (allow) you to go home this week-end.
5. I know the girl who.....(sell) flowers on the pavement.
6. We.....(attend) our friend's wedding at this time tomorrow.
7. The parents.....(be) asleep, but the child was playing.
8. Mrs. Dhar.....(teach) in this school for ten years.
9. She is very short tempered, but she.....(not shout) at me when I came late to school this morning.
10. My father.....(type) the letters still.

3

II. Transform the following as directed : (Do any six)

- (i) As soon as the teacher came, the students stopped talking.
(into a negative sentence)
- (ii) Tell him to leave immediately. (Begin with 'Let him')
- (iii) To walk is better than to ride. (Use 'walking')
- (iv) Use 'wounded' as a participle in a sentence of your own.
- (v) He comes home late every night. His father does not like it. (Use 'coming')
- (vi) If you come late, you will be marked absent. (Use 'otherwise')
- (vii) Burn the mid-night oil to win a prize. (Use 'so that')
- (viii) In spite of his being intelligent he could not win a scholarship. (Use 'but')
- (ix) He will come here. It is certain. (Use Adverb form of certain)
- (x) I stepped out. It began to rain. (Begin with 'Hardly')
- (xi) He walked along the road. He saw a snake. (Use 'walking')
- (xii) You should respect your teachers. (Use 'respectful')
- (xiii) You will not pass without working hard. (Change into a complex sentence)

3

Or

Fill in the blanks with suitable words from the given determiners :
(Do any six)

Each, every, many, many a, after, the few, further, farther, an, more, a few, a, the.

1. He could not read.....
2. Ambala is.....than Ghaziabad from Delhi.

3.boy of the class got a prize.
4.man should do his duty.
5. I lost.....rupees I had.
6. I have.....friends and can count on them.
7.men are gathered there.
8.flower is born to blush unseen.
9. Do you have.....plan to go to the U.S.A. ?
10.more one has... ..more one wants.
11. Thank you, I do not want.....
12. He never does.....ugly thing.

III. Fill in the blanks with suitable words out of those given below :
(Do any four)

May, why, should, whose, how, can, will, as.

1. We.....obey our teachers.
2.book is this ?
3. I shall teach you.....to swim.
4.you rather have tea or coffee ?
5. The President congratulated the boy.....he stood first.
6. I.....do this work single-handed.
7. Tell me.....he is absent.
8.God bless you.

Or

2

Fill in the blanks with appropriate prepositions : (Do any four)

- (a) I was surprised.....his behaviour.
- (b) He is not very intimate.....me.
- (c) Why are you jealous.....me.
- (d) This film is suitable.....children.
- (e) You should not keep.....any secret from your friend.
- (f) He is ignorant.....the rules of grammar.
- (g) This ship is bound.....England.
- (h) There is no harm.....doing this.
- (i) Mrs. Indira Gandhi, our beloved Prime Minister, was assassinated.....Wednesday, the 31st—October, 1984.

IV. Fill in the blanks in the second sentence of each set with an appropriate form of the word given in italics in the first sentence :

1. (a) This thing is *different* from that.
(b) This thing.....from that.
2. (a) All praise him for his being *punctual*.
(b) All praise him for his.....
3. (a) It is a *curse* to be *poor*.
(b)is a curse.

4. (a) *Help* your friends.
 (b) Be.....to your friends.

2

Or

Punctuate :

how many sons have you said the teacher none was the pupil's
 reply may you have one a jewel among mankind said the
 teacher.

five rupees for this please said the salesman won't you charge
 three for it asked mahadev.

V. Change the form of narration :

- (i) The police inspector said to the mob, "Disperse at once."
 (ii) "Why did you not leave the books with the monitor?"
 said the teacher to the boys.
 (iii) "Don't touch an electric wire," said the mother to her son.
 (iv) The monitor said, "Hurrah ! we have got a holiday
 tomorrow."
 (v) The spider inquired of the bee whether she would come to
 his house if he invited her.
 (vi) She welcomed the guest and requested him to be seated. 3

Or

Change the Voice of the Verbs in the following :

1. Please be regular.
2. How many plays have you read ?
3. Who does not love his country ?
4. It is time to play cricket.
5. Is our duty not being done by us ?
6. It is said that the slate has been broken by you.

VI. (a) Make new words by adding prefixes to the following and use them in sentences of your own :

fit, cause, sleep, circle.

2

Or

- (b) **Form Verbs from and Use them in sentences of your own :**
 Beautiful, pleasure, regular, deed.

Or

- (c) **Fill in the blanks with suitable sentence linkers, chosen from the ones given in brackets :**

- (i) We want others to respect our feelings.....we
 should respect the feelings of others.
 (nevertheless, similarly, on the other hand).

- (ii) We lost the key. We had..... to break the lock open
(still, for, therefore)
- (iii) He worked hard.....he might top the list.
(lest, so that, because).
- (iv) The Principal advised him not to appear in the
examination ; he appeared.
(but, however, while).

Or

Fill in the blanks with suitable words given below (Do any four)

Either, the, an, a, anything, a little.

1. She is.....Asian by birth, not.....European.
2. I would like.....more tea.
3. He could not read.....
4. Trees are growing on.....side of the road.
5.the students have reached.
6. I went to.....U.S.A. last year.
7. He was late by.....hour.
8.Punjab is a very fertile state.

VII. Correct the following : (Do any six).

1. He prevent me to go there.
2. Standing near my house, a car passed by.
3. I bade him to shut the door.
4. I advised him to atonce call in the doctor.
5. Each of them went their way.
6. I am too glad to see you.
7. He is senior than me.
8. The culprit was hung.
9. He told me that he forgot to bring his book.
10. Hardly I had gone a kilometre then it began to rain. 3

Or

Combine the following sentences using the words given in the brackets. Name the clause, you have used :

(Noun, Adjective, Adverb or Co-ordinate Clause).

1. Ram is a good boy. Hari is not so good a boy as Ram.
(Use 'than')
2. I can read English. I can write English. (Use 'as well as')
3. I visited the scene. I felt bewildered, words cannot describe that bewilderment.
(‘so-that’, ‘when’)

4. He has solved the sum. I cannot tell you the way.
(Use 'how')
5. We have been living in this house since 1980. It has collapsed.
(Use 'in which')
6. Mend your manner. If you don't, you will be set right.
(Use 'otherwise')

VIII. Change the tense of the following sentences as directed :

1. The sun rises in the east. (Future Continuous)
2. All of a sudden, I saw an ugly man coming out of bushes.
(Present Indefinite)
3. Birds of a feather flock together. (Future Indefinite)
4. They fought a bloody fight. (Present Perfect)
5. We are playing a match. (Past Perfect Continuous)
6. I was speaking at that time. (Future Prefect)
7. Many people believe in superstitions.
(Present Perfect Continuous)
8. The bell goes before I reach the school. (Past Perfect) 4

Part II (28 Marks)

I. Write a paragraph on any one of the following in about 100 words :

- (a) Your Neighbour
- (b) You reached the Examination hall late by 15 minutes.
Describe how you faced the situation.
- (c) An Exhibition I have seen.
- (d) All that Glitters is not Gold.
- (e) A Walk by the River-side.
- (f) Price-rise. 10

Or

Develop one of the following stories from the outline given below :

- (a) Old Arab merchant—fond of jokes—wishes to look younger—habit of dying his hair black—grey hair always covered with turban—attends a dinner party—turban falls off—friends laugh—explains, "My hair is twenty years older than my beard."
- (b) Wolf hungry—sheep too well-guarded—wolf's plan—puts on sheep's skin—mingles with flock—sheep bleating—wolf tries to bleat—only howls—detected—killed by the shepherd.
- (c) Complete this story from the given incomplete outline :
King's daughter ill—medicine useless—a sage arrives—

asks for a rare fish for a treatment—King announces reward for fish—a fisherman brings the fish—gatekeeper refuses entry—desires to have half the reward—fisherman agrees—

.....

II. You are Rakesh at Faridabad.

Write a letter to a friend abroad, telling him of some recent happening in your country.

Or

Write a letter to the superintendent of police, inviting his attention to the increasing number of thefts in your locality. Also suggest measures to improve the situation.

Or

You are Arun and your younger sister's name is Usha. You are residing at R-735, New Rajendra Nagar, New Delhi-60. Write a letter to your sister, pointing out good and bad points of your school.

Or

Write an application to the Principal XYZ School, Chandigarh, requesting him to give you free studentship. Give reasons, sign the application as ABC.

8.

III. Read the passage below carefully and answer the questions, given at the end in your own words. Your answer must be given in complete sentences.

True, it is the function of the army to maintain law and order within the borders of India in abnormal times. But in normal times there is another force that compels the citizens to obey the laws and to act with due regard to the rights of others. That force also protects the lives and property of law-abiding men. Laws are made by the state to secure the personal safety of its people and to prevent crime and violence. They are made to secure the property of the citizens against theft and damage; to protect the rights of various communities to follow their customs and ceremonies in their own way; so long as they do not conflict with the right of others. Now, a good citizen of his own free will obeys these laws and he takes care that everything, he does, is done with due regard to the rights and well-being of others. But a bad citizen is only restrained from breaking these laws by the fear of the consequences of his action. And the necessary steps to compel a bad citizen to act as a good citizen are taken by this force. The supreme control of law and order in a state is in the hands of a minister who is responsible to the State Assembly and acts through the Inspector General of this force—the police.

1. What is your reaction to the functions of police ?
2. Which is the correct statement :
 - (a) Police is to create fear in the minds of good citizens.
 - (b) Police is to give loose rope to the thieves and murderers.
 - (c) Police is to maintain law and order and protect the good citizens.
3. What is the function of the army ?
4. Why are laws made ?
5. What does police do ?
6. How can a good citizen help in maintaining law and order ?
7. Why is a bad citizen restrained from breaking these laws ?
8. Through whom does the State minister exercise his authority in maintaining law and order ?
9. Use the Noun forms of any two in sentences of your own : supreme, responsible, secure.
10. Give from the passage above, the words having the same meaning as ; keep, prevented and different. 10

Or

At last, noticing the inconvenience they suffered being hemmed in on all sides by lofty hills, he decided that it would be an excellent thing if one of the hills was removed and then their commerce with rest of the world would be rendered easy. For several days, he toiled ; not even at night did he cease from exerting his miraculous power, and at last, on the evening of the fifth day, a dreadful groaning and rumbling was heard, and one of the hills began to move slowly away from its neighbours in circle. Soon a huge gap was revealed and the hill moved steadily on. The people of the valley were so greatly delighted that, without permission, they unanimously elected Alexander their chief god. Alexander himself was highly elated at the success of his efforts. But very soon his pride had a grievous fall for he discovered, that though he was able to move the hill, he had not yet acquired sufficient power to stop it when once it was set in motion. In spite of the most frantic efforts on the part of Alexander, the hill went majestically on across the plain, reached the great city, Biteres by night, and crushed it as the foot of a giant crushes a colony of ants. Then the hill proceeded onward and eventually disappeared into the sea, causing the highest tide ever reported on those shores and ruined the fishing trade for two years.

- (i) Why did Alexander move the hill ? 1
 (ii) Did the hill move abruptly ? 1
 (iii) Why were the people of the valley delighted to see the hill move ? 1
 (iv) How did the people of the valley honour Alexander for his great achievement ? 1
 (v) What did Alexander realize after the hill had come in motion ? 1
 (vi) What calamity did the moving hill cause ?
 (vii) Give words which mean the same as, 'revealed', 'elated'. 2
 (viii) Use any *two* of the following words in sentences of your own so as to make their meanings clear :
 rendered, frantic, majestically. 2
 (ix) What is your impression regarding Alexander's deed ?
 (x) Use in sentences, the verb forms of—success, circle.

Or

In our country, people imagine that they are the best and the cleverest and the others are not so good as they are. The Englishman thinks that he and his country are the best ; the Frenchman is very proud of France and everything French ; the Germans and Italians think no end of their countries, and many Indians imagine that India is in many ways the greatest country in the world. This is all conceit. Everybody wants to think well of himself and his country. But really there is no person who has not got some good in him and some bad. And in the same way there is no country which is not partly good and partly bad. We must take the good wherever we find it, and try to remove the bad wherever it may be. We are, of course, most concerned with our country—India. Unhappily it is in a bad way today and most of our people are very poor and miserable. They have no pleasure in their lives. We have to find out how we can make them happier. We have to see what is good in our own ways and customs and try to keep it, and whatever is bad we have to throw it away. If we find anything good in other countries, we should certainly take it.

- (i) How do you react to the claim of different country-men ?
 (ii) How can we make our people happier ?
 (iii) What constitutes conceit ?
 (iv) What should be our attitude towards other countries ?

- (v) What is the present condition of India ?
- (vi) Are all countries good and perfect ? How ?
- (vii) Write *three* sentences expressing your agreement or disagreement with views expressed in the passage.
- (viii) Give, from the passage above, words which have same meanings ; as, vanity, delight, take away.
- (ix) Form new words by adding suffixes :—
unhappy, part, misery.
- (x) Use in sentences :—of course, happier.

In answering these questions, use your own words as far as possible.



Examination Papers

DELHI SECONDARY SCHOOL EXAMINATION, 1988

Class X

English (Course A)

[Maximum Marks : 50]

Note : All sections and questions are compulsory.

Section A (Language)

1. Read the following passage carefully and answer the questions given. Your answers should be brief and, as far as possible, in your own words. 10

Inactivity, I think, is the greatest cause of overweight at present. By and large, people are eating less than they did in the last century. But their physical activity has decreased much more rapidly than their food intake. Everything that has happened to our society in terms of labour saving devices, transport etc., has contributed to this.

Most of us have forgotten what man used to be like in the past age. For instance, it would be difficult to find a city dweller who spends as much energy as did an office goer of the past. He was a clerk who did a lot of domestic work for an hour for all the six days in the week, walked one hour to work, toiled in the office for ten hours, and walked home in the evening. On Sundays he took his family out for a walk besides doing the regular domestic work. Modern society has pushed us more and more into the state of inactivity which naturally leads to overweight and causes many physical ailments such as high blood pressure and heart problems.

- (i) Is less food intake or less activity responsible for the problem of overweight among people in the modern society ? 2
- (ii) What modern inventions are responsible for our reduced physical activity ? 2
- (iii) What kind of physical work did a man do on working days in the previous century ? 2
- (iv) What kind of physical work did he do on Sundays ? 2
- (v) How does overweight affect our health ? 2

Note : Questions set on Prose, Poetry & Supplementary Readers have been left out from this paper.

2. Write a paragraph in about 100 words, on *one* of the following topics : 10

- (i) Advertisements are a nuisance.
- (ii) I object to co-education at the school stage.
- (iii) My Family Photographs.
- (iv) When I got into a wrong Bus.

3. Write a letter to your aunt apologising for your failure to see her, when she was going to Bombay through Delhi. Explain why you couldn't come to the station.

You are Vinod Uppal and live at K-31/198, Vasant Vihar, New Delhi. 8

Or

You want to join a T.V. Repairing Course during the summer vacation. Write a letter to the Director VISION T.V. Institute, Nangloi, New Delhi, enquiring about the duration, fees and employment prospects etc., of their training courses.

You are Ashu Aggrawal and live at 1141, Roshnara Road, New Delhi.

4. Rewrite the following sentences according to the specific instructions given with each question : 22

- (a) Fill in the blanks using the appropriate form of the words given in brackets :

(i) All the students above 13 years of age should.....
(list) themselves in N.C.C. 1

(ii) The stars.....(tell) a prosperous future for me ! 1

- (b) Fill in the blanks in the following sentences with appropriate words derived from the ones that are italicised :

(iii) The Principal declared that Narain should *apologise* before all the students for his misbehaviour and that a written.....would not do. 1

(iv) He was *happy* indeed because he had served the needy people. It was difficult to evaluate his..... 1

- (c) Combine the following sets of sentences using *either* a Participle, a Gerund or an Infinitive :

(v) I miss the last two periods in my school.
I go to attend coaching classes. 1

(vi) Renuka works very hard every evening. She won't stop until she has got the desired rank. 1

(vii) The cricketers were surrounded by photographers and press men. They moved to the pavilion with great difficulty. 1

- (d) Combine the following sets of sentences using the connectors given in brackets appropriately :

(viii) He met with an accident.

He was on his way back to his home. (while) 1

(ix) He is a great scholar of communication skills in English.

He doesn't mention it anywhere. (although) 1

(x) The speaker had just finished his speech.

The demonstrators started shouting slogans. (Hardly) 1

(xi) Srikant is there as opening batsman.

India need not worry in one-day cricket matches. (as long as) 1

(xii) He is just a learner.

He drives big cars on the busy roads. (nevertheless) 1

(xiii) Indrani did not do good at Maths.

Her sister also did not do good at Maths. (neither) 1

(xiv) It thundered dreadfully.

It didn't rain even for a while. (inspite of) 1

- (e) Complete the following sentences by supplying the required clause :

(xv) I have given him keys of my house..... (Adverb clause) 1

(xvi) He explained..... (Noun clause) 1

(xvii) Mr. Kumar.....is a famous industrialist. (Adjective clause) 1

- (f) Combine the following sets of sentences as directed :

(xviii) His brother has been selected for an award.

He does not know it. (Use a noun clause) 1

(xix) I met a stranger on the road.

He was dressed like a circus joker. (Use an adjective clause) 1

(xx) The workers finished their work.

They caught the first train to go to Sonapat. (Use an adverb clause) 1

- (g) Transform the following as directed :

(xxi) I had to open all the windows as it was very warm last night. (into a simple sentence) 1

(xxii) I know about his plans for higher studies. (into a complex sentence) 1

DELHI SECONDARY SCHOOL EXAMINATION, 1988

Class X

English (Course B)

[Maximum Marks : 50]

Section A (Language)

1. Fill in the blanks as directed : 10
 - (a) Use determiners : 1
 - (i) He has applied for.....post of a lecturer.
 - (ii) The ration shop didn't have..... rice.
 - (b) Use suitable prepositions : 1
 - (i) Divide this apple.....the two of you.
 - (ii) I travelled.....Delhi to Srinagar last month.
 - (c) Use proper form of the words given in brackets : 2
 - (i) It is.....(use) to learn French if you are going to France.
 - (ii) I have no.....(connect) with this case.
 - (d) Use appropriate conjunctions : 2
 - (i) She went home.....her son was ill.
 - (ii) I shall go to Meerut.....the examination are over.
 - (e) Use correct form of the verbs : 2
 - (i) Please shut the window ; hot wind... ..(blow) in now.
 - (ii) We shall move from this house when we.....(get) our own house.
 - (f) Make use of the given modals : 2
(must, could, can, should)
 - (i) My mother.....read without glasses even now.
 - (ii) Dr. Bansal.....have gone on tour. He is not in the office.
2. (a) Change the form of narration : 3
 - (i) He said, "I can do it myself."
 - (ii) The doctor asked me, "How is your mother ?"
 - (iii) The teacher asked the students if they could do all the exercises.
- (b) Rewrite any *six* of the following sentences as directed : 6
 - (i) The knife was new. It was not sharp.
(Join using 'although')
 - (ii) Kalidas wrote 'Meghdoot'. (Start with 'Meghdoot')
 - (iii) Akbar was the greatest of all Moguls.
(Change to comparative degree)
 - (iv) She hopes that she will win a prize. (Use 'to win')

(v) The wall is too high for Rahul to climb.

(Use 'sothat')

(vi) This picture was painted by Parul. (Start with 'Parul')

(vii) He ran in fear. He had seen a snake in the grass.

(Start with having 'having seen')

(c) Punctuate the following :

3

the invigilator said to the students don't start writing till I tell you to do so

3. You are Deeksha Agrawal living at 23 C, Vijay Enclave, New Delhi. Write a letter to your father who has gone abroad telling him some news of the family. 8

Or

Write a letter to the Ramanathan Publishers, 22, Mount Road, Madras, complaining about the parcel of books which you have received in a damaged state. You are Anshul Gupta, living at 26, Anand Nilayam, Hyderabad.

4. Write a paragraph in about 100 words on any one of the following topics : 10

(i) A Motorcycle Accident I saw.

(ii) An evening in a park.

(iii) How to ride a donkey.

(iv) Birds I see everyday.

Or

Develop the following outline into a story in about 100 words :

One winter.....heavy snow..... roads and fields covered.....a man.....lost in a vast field.....knew no direction.....walked.....tired, hungry.....second daya light in the distance a small housea lady.....gave shelter.....food..... slept.

5. Read the passage given below and answer the questions that follow : 10

It rained heavily last winter and the little stream near our house became a big river. It burst its banks and the fields all round were soon full of water. Luckily, the water did not reach any of the houses in our village. But the river carried away our beautiful wooden bridge. The bridge was more than a hundred years old and we were sorry to lose it. We are building a new one now, but it will never be the same.

(i) Why were the fields full of water ?

2

(ii) What happened to the wooden bridge ?

2

(iii) Why were villagers sorry to lose the bridge ?

2

(iv) Why are they building a new bridge ?

2

(v) Why don't they need to build new houses after the flood ?

2

ALL INDIA SECONDARY SCHOOL EXAMINATION, 1988
Class X

(Delhi Territory)

English (Course A)

[Maximum Marks : 50]

Note : *All questions are compulsory.*

Section A (Language)

Q. 1. Read the following passage carefully and answer the questions briefly, and, as far as possible, in your own words : 10

Travelling is now rightly considered as an indispensable part of education. The knowledge gathered from books is of a somewhat theoretical character and in order to make it really useful, we must supplement it by a varied experience of the practical side of life and nature. Even if looked at from a totally different point of view, it is a fact that none but the wanderers can thoroughly enjoy home. Travel and home are like exertion and rest, each the complement of the other, so that one of the greatest pleasures of travel is the return. On the other hand, home-abiding men are like toads in a well. They have few higher aspirations of any kind and have a contempt for all reforms and innovations. Their mental horizon is so narrowed that while they see nothing good or worth imitating in the world abroad, they have an inordinate pride and vanity regarding the absolute perfection of their own land. This retards their material and moral progress. Blind patriotism is unfavourable alike to individual and national growth.

- (a) Why is travelling an essential part of education ? 2
(b) Why do travellers enjoy home more than the non-travellers ? 2
(c) What are the home-abiding people like ? Why ? 2
(d) Are travellers or non-travellers backward in mental, moral and material progress ? Why ? 2
(e) Explain : 'Blind patriotism' ; 'inordinate pride'. 2

Q. 2. Write a paragraph of about 100 words on any *one* of the following : 10

- (a) Sportsman-like Spirit.
(b) Three hours in an examination hall.
(c) Prevention is better than cure.
(d) My next door neighbour.

Q. 3. Write a letter in about 100 words on any *one* of the following : 8

(a) You are Vinod, living at 16, Saidapet, Madras-600 008. Write a letter to your friend living in Bombay, congratulating him on his success in the X class Examination.

(b) Write a letter to the Traffic Manager, Northern Railway, New Delhi, reporting about the suitcase you lost during your journey from Calcutta to Delhi. Sign yourself as Shantanu Bhattacharya.

Q. 4. Rewrite the following as directed :

22

(i) He started late.

He could not reach the station in time.

(Combine using an Adverbial clause) 1

(ii) As soon as the sales began, we bought our Christmas presents.

(Rewrite using 'no sooner than') 1

(iii) The student lost a costly book.

He borrowed it from his school library.

(Combine using an Adjectival clause) 1

(iv) The fruit-seller has become old.

Now he is not able to sell fruits.

(Combine into a Simple sentence) 1

(v) The inhabitants of our locality have complained to the police.

(Rewrite using an Adjectival clause) 1

(vi) Has the teacher checked her essay ?

(Change the voice) 1

(vii) In spite of his strong army, the king could not defeat his enemies.

(Rewrite as a Compound sentence using 'yet') 1

(viii) Bangla Desh is not larger than Sri Lanka.

(Rewrite as affirmative statement) 1

(ix) The younger generation is very fast.

It is well-known.

(Combine using a noun clause) 1

(x) "Be quiet. You've disgraced me again and again," she said bitterly.

(Change into Reported speech) 1

(xi) The manager was not informed of the damage by anybody.

(Change the voice) 1

(xii).....M.L.A. was shot at when he was about to get into.....car.

(Use appropriate articles to fill the blanks) 1

(xiii) If he.....(was/were) an honest man, he.....(would/couldn't) take any bribe.

(Choose correct words from those given in brackets) 1

(xiv) He prefers coffee.....(than/to) tea.

(Choose the correct preposition) 1

- (xv) He has been working in this factory since 1980.
(Rewrite using 'for' in place of 'since') 1
- (xvi) The politicians have.....(guide) the people, and the country is facing.....(ordinary) problems.
(Use suitable prefixes to the words in brackets) 1
- (xvii) We are looking forward to.....(receive) him and(congratulate) him on his success
(Use the correct form of the verbs given in brackets) 1
- (xviii) Trespassers..... be punished.
(Use 'shall'/'will' to fill in the blank) 1
- (xix) Do you have.....rice ? I want.....
(Fill in the blanks with appropriate words) 1
- (xx)much I tried, I could not help him in trouble.
(Choose the correct word from 'though'/'however'/'as') 1
- (xxi) It is.....(need) to say that our neighbour is very.....
(friend).
(Fill in the blanks with appropriate forms of the words given in brackets) 1
- (xxii) 'We left that peaceful scene of meadows and woods, and resumed our search of Oliver Lutkins.'
(Change into a Complex sentence) 1

English (Course B)—1988

[Maximum Marks : 50]

Section A (Language)

Q. 1. Fill in the blanks as directed :

- (a) Use determiners : 1
- (i) There is..... milk in the jug ; drink it up.
- (ii) I have lost.....pen you gave me.
- (v) Use suitable prepositions : 1
- (i) This pen is inferior.....that.
- (ii) The two robbers shared the money.....themselves.
- (c) Use proper form of the words given in brackets : 2
- (i) He has sent his.....(accept) in reply to my invitation.
- (ii) Will you.....(kind) tell me the time ?
- (d) Use appropriate conjunctions : 2
- (i) I know the place.....Rashmi lives.
- (ii)Ramu is ill, he is absent.
- (e) Use correct form of the verbs : 2

(i) The prayer assembly in the School.....(begin) at 7.00 a.m. everyday.

(ii) It(rain) heavily now. Take an umbrella with you.

(f) Use modals : 2

(i) The sky is cloudy ; it.....rain soon.

(ii) Youto respect your elders.

(g) Change the form of narration : 4

(i) Mohan and Vivek said to Sharad,

“We are your neighbours.”

(ii) The postman requested Peeyush to sign along the dotted line.

(h) Punctuate the following : 2

quick quick cried he let us run away or he will catch us.

Q. 2. Rewrite six of the following sentences as directed : 6

(a) She is too young to travel alone.

(Remove ‘too’)

(b) I offered him a chair.

(Change the voice)

(c) Milk is a perfect food. Everyone knows.

(Combine using ‘that’)

(d) He has come to Delhi. He will see the Education Minister’.

(Combine using ‘infinitive’)

(e) Speaking English is easier than writing it.

(Rewrite beginning ‘It.....’)

(f) As soon as he received my letter, he replied to it.

(Rewrite using ‘No sooner.....than’)

(g) This is the most interesting movie that I have ever seen.

(Change to comparative degree)

(h) The sun had set. We stopped playing.

(Combine into a simple sentence by using a participle)

Q. 3. Write any one of the following letters : 8

You are Praveen, a resident of 131. Pandav Bhawan, Mount Abu. Write a letter to a friend telling him what you intend to do after your examinations.

Or

Using the same name and address as given above, write a letter to the editor of a newspaper complaining about the frequent break-downs of electricity in your locality.

Q. 4. Write a paragraph of about 100 words on any *one* of the following topics : 10

- (a) Scene in the Examination Hall.
- (b) Your School Library.
- (c) Moonlit nights.
- (d) A Visit to the Science Fair.

Develop the following outline into a story of about 100 words :

A shepherd boy..... takes sheep to jungle.....very mischievous.....shouts 'wolf'.....people rush.....find no wolf.....boy laughs.....repeats the mischief.....once wolf comes.....boy shouts in vain.....gets killed.

Q. 5. Read the passage given below and answer the questions that follow : 10

Milk is the best food. It has in it water, sugar, fat, vitamins and proteins. People drink milk from different animals. In England, New Zealand and many other cool lands there are cows. In hot dry countries like Arabia and the middle of Asia there are camels. In India there are buffaloes as well as cows. In many places there are goats. The Eskimos have herds of reindeer. They live in the very cold countries of North America. If people keep cows or these other animals they get a lot of milk. From milk they can make butter and cheese.

- (a) Which animals do we get milk from ? 2
- (b) Why is milk regarded as the best food ? 2
- (c) What animals are kept for milk in hot dry countries ? 2
- (d) What animals are kept for milk in very cold countries ? 2
- (e) What these animals are kept for milk in India ? 2

